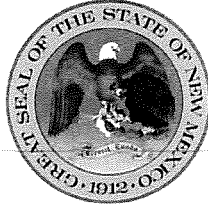


General Education : Area I Communications

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution Central New Mexico Community College
Department School of Communications, Humanities & Social Sciences
Course Number, Title, Credits ENGL 1210, Technical Communications, 3 Credits
Co-requisite Course Number and Title, if any None
Is this application for your system (ENMU, NMSU, & UNM)? N/A
Name and Title of Contact Person Rebecca Zerger, English Co-Chair
Email and Phone Number of Contact Person rzerger@cnm.edu, 505 -224-4000, Ext. 50306

Was this course previously part of the general education curriculum?

[X] Yes [] No

This course will fulfill general education requirements for (check all that apply):

[X] AA/AS/BA/BS [X] AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

[X] Communications [] Mathematics [] Science [] Social & Behavioral Sciences
[] Humanities [] Creative & Fine Arts [] Other

Which essential skills will be addressed?

[X] Communication [X] Critical Thinking [X] Information & Digital Literacy
[] Quantitative Reasoning [] Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1210, Technical Communications

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes:

1. Define the purpose, audience, and objective for a given technical document and analyze the primary audience for that communication.
2. Design/format the pages and visuals for a document. Prepare and present oral presentations and briefings.
3. Correctly use the format for several documents, including procedures, proposals, and job application materials.

Institution-specific Student Learning Outcomes

N/A

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students work in a variety of genres throughout the semester and compose documents that address specific audience, format, and content considerations within each genre. The genres include: business correspondence, documentation (instructions, procedures, or technical definitions), résumés and application letters, short reports and formal reports, proposals, and oral presentations. Students compose technical documents in a variety of mediums: standard print text, websites and blogs, and as options, audio, video, and social media. Documents may include business letters, emails, memorandums, instruction manuals or websites, formal reports, brochures, proposals, PowerPoint slides for oral presentations. Students evaluate examples of documents in each genre as well as produce assignments that demonstrate production of arguments and proficiency in addressing topic, audience, genre conventions, design and formatting, purpose, and evaluating primary, secondary, and tertiary audiences. Grading rubrics with specific criteria determine student proficiency in addressing the target audience, organization, content, and design/formatting are used to assess student learning.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students apply problem setting in determining content and design/format in various genres for specific audiences, topics, and purposes. For all technical writing assignments, students respond to realistic scenarios and produce documents in which they are required to gather information and evidence that supports the document’s main purpose. Business correspondence and career materials assignments require students to provide evidence and examples that support general claims that they make. For formal reports and proposals, students evaluate secondary source material based on relevance, authority, authenticity, currency, and purpose for its application. In these genres, students apply the CRAAP test, and integrate and synthesize source material ethically through quoting, paraphrasing, and summarizing evidence that informs their research question, drawing conclusions based on an organized and structured presentation of evidence.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students gather research, evaluate information based on the CRAAP test, and compose reports, proposals, and/or presentations related to issues on their campus or in their community. Research objectives are met through the use of academic databases as well as general internet sources. Documentation skills require students to integrate and cite source material using either MLA or APA style. Students perform genre analysis of job reports, research, reports, proposals, and instructional documents. Students may create websites, participate in blogs, create PowerPoint presentations, requiring application of Microsoft Office and/or Google applications. Document design and integrating graphics and visual elements is incorporated based on the conventions of the assignment genre.

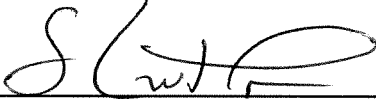
E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/6/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Technical Writing – English 1119

Memorandum

Date: March 16, 2018
To: English 1119 Students
From: Deborah Paczynski, Instructor
Subject: Project 4: (4A) Formal Report and Brochure, (4B) Proposal

ASSIGNMENT DESCRIPTION

This is a multi-part, capstone project that applies the principles of technical communication: clear, concise writing; determining and analyzing purpose and audience for a variety of communications; formatting documents according to genre standards, designing professional documents following effective design principles and standards; and using visuals to support texts.

Timeline/Assignments and Due Dates

- | | | |
|---|------|------------|
| • Topic Memo | 3/27 | 10 Points |
| • Rough Draft of Project 4A: Formal Report and Brochure | 4/13 | 35 Points |
| • Final Draft of Project 4A: Formal Report and Brochure | 4/20 | 150 Points |
| • Proposal Slide Presentation | 4/27 | 100 Points |

Instructions and Grading Criteria for (4A) Formal Report and Brochure

For this project, imagine that you want to form a travel company that will specialize in unique travel experiences. Your task is to put together a **feasibility report** for potential shareholders of your company that describes the conditions, the risks, the benefits, and the specific programs and experiences, including itineraries, of the programs that you will offer your customers during year one of the business. The purpose of this report is to inform shareholders and to gain their approval for you to move forward with your plans.

From Chapter 16, page 306: “Feasibility analysis assesses the practicality of an idea or plan.” Your shareholders will expect thorough research and critical analysis of the evidence you present. Part 4A of this project, the formal report, will provide research, evidence, and analysis that indicates to your shareholders that you have a well thought out business idea. For the purposes of English 1119, you will base your report content and structure loosely on the examples and advice in Chapter 16, meaning you will not be expected to exactly follow the report structures in the textbook.

Important Details for the Formal Report (100 Points, 5-7 pages)

- You will choose one country, anywhere in the world where the travel that your company offers and guides takes place.
- You get to choose what kind of unique travel experience your company offers, so you get to be creative! The travel experience must be something unique that is currently not offered by other (actual and real) companies that exist in the country.

- The travel experience that you design should be respectful of the country’s laws, customs, and natural and urban environments.
- As needed, you will need to fill in some of the required “fictional” details for this report.

Include in the Formal Report (Section descriptions and suggested lengths of each)

- **Title Page:** Includes a descriptive title, your company name, your name, date of report, and a compelling and suitable cover page image

Use headers for each of the following sections

- **Introduction (1/4 to 1/2 page):** Describe your company, its specialization, your target customer, your philosophy and approach to travel, an overview of the two travel experiences you will offer to customers in your first year of business, a description of why you consider your company and the travel experiences it offers fills an important need in regard to travel that can benefit both the country and the traveler. A brief description of what your report includes.
- **Company Information (1/4 page):** Establish your ethos. Briefly describe the company and your expertise. Describe why the type of travel that your company offers provides travelers a unique experience and explain how the company and the travel experience will benefit the locality.
- **Country Information (1 page):** You may briefly describe the economic, cultural, political, and geographical/environmental aspects of the entire country, but you will need to select a specific area or radius within a country where the travel experiences will take place, so you will need to provide more detailed information about regional conditions. Consider focusing the content of this section on information that may pertain specifically to the travel experiences that your company will provide.
- **Business Conditions and Requirements (1/4 to 1/2 page):** Provide research on what is required for a foreign operator to conduct business in the country or region of the country. What languages are spoken?
- **Description of Each of the Two Travel Experiences (1 to 2 pages):** Briefly describe each of the two travel experiences and include an itinerary for each. Trip lengths should be between five and 15 days, not including to and from the destination travel.
- **Client Profile (1/2 to 1 page):** In this section, describe the target demographic (age range, prior experience, ability, interest level, and so forth) for the travel experience(s). Create a recommended reading list that clients should read to understand the country, its people and its customs, as well as material that will help them understand the topic of the travel experience offered. Also include a list of what the client needs to bring with them on the trip.
- **Discussion and Conclusion (1/2 to ¾ page):** Conclude your report by reinforcing the opportunities and benefits to both the client and the country. Describe any ideas and opportunities that may expand on the first-year itinerary recommendations and look toward the future.
- **Citations Page:** Include formal MLA or APA citations for information, graphic, and photograph sources used. Use in-text citations and image source citation captions as appropriate.

Format (Spacing and font)

- Single-space, with double-spacing between paragraph sections. Use Arial bold 12-point font for headings and Times New Roman 12-point font for text and citation. Use Arial 10-point font for

photo and graphics captions and source information, situated immediately below the graphic.
 Final version of document saved and submitted as a PDF, using lastname_ FormalReport.

Grading Rubric – Formal Report

Criteria	Points Possible	Points Earned
Cover Page: Descriptive Title + Design + Name + Date	5	
Introduction: Describes your company, its specialization, your target customer, your philosophy and approach to travel, an overview of the two travel experiences you will offer to customers in your first year of business, a description of why you consider your company and the travel experiences it offers fills an important need in regard to travel that can benefit both the country and the traveler. A brief description of what your report includes.	10	
Business Conditions and Requirements: Provide research on what is required for a foreign operator to conduct business in the country or region of the country. What languages are spoken?	15	
Descriptions of Each of the Two Travel Experiences: Briefly describe each of the two travel experiences and include an itinerary for each. Trip lengths should be between five and 15 days, not including to and from the destination travel.	20	
Client Profile: In this section, describe the target demographic (age range, prior experience, ability, interest level, and so forth) for the travel experience(s). Create a recommended reading list that clients should read to understand the country, its people and its customs, as well as material that will help them understand the topic of the travel experience offered. Also include a list of what the client needs to bring with them on the trip.	20	
Discussion and Conclusion: Conclude your report by reinforcing the opportunities and benefits to both the client and the country. Describe any ideas and opportunities that may expand on the first-year itinerary recommendations and look toward the future.	15	
Citations and Research: Include formal MLA or APA citations for information, graphic, and photograph sources used. Use in-text citations and image source citation captions as appropriate. Research is accurate and appropriately integrated.	10	
Ethos of Writer: Few, if any, grammar or syntax issues that affect meaning or clarity. Document written, submitted, and saved per instructions as a PDF for a text document. All formatting and document saving guidelines followed.	5	
TOTAL	100	

Important Details About the Brochure

• See page 12 in your textbook for a description of the purpose of a brochure. Pages 245-246 also have an example of an instructional brochure; however, you will be creating an **informative tri-fold brochure**. Chapters 7 and 8 on Using Visuals and Designing Documents will also be of help.

• The Learning Module for Week 10 includes a link that describes how to create a tri-fold brochure and links to three design templates from Microsoft. You may use one of these templates, or you may create your own brochure from scratch using PowerPoint. PowerPoint software is great to use because it allows you to easily add and manipulate text, images, lines, and colors. If you use PowerPoint to create your brochure, just use two blank slides, and when you are finished designing and adding content, save the PowerPoint as a PDF. Make sure to review the overview video that I created about the brochure part of the assignment regarding design and using templates.

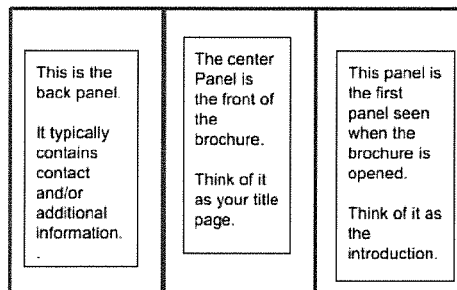
Brochure Purpose and Content

• Create a brochure that introduces potential clients to your travel company and that encourages them to contact the company for additional information.

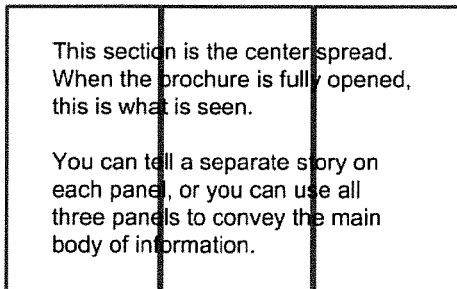
• The content that you should include in the brochure should convey essential information that a potential client would want to know. Include images appropriate to each section and note that each section of a tri-fold brochure has a specific function and should contain specific information.

Tri-fold Brochure Sections

Page 1



Page 2



Grading Rubric – Brochure

Criteria	Points Possible	Points Earned
Addresses Intended Audience	10	
Design, Layout, Organization The writer has carefully considered the medium according to the needs of the audience. Text and visual components are complete, effective, and professionally communicated. The brochure is organized in a logical progression that transitions effectively from panel to panel. Appropriate use of images to enhance content. Follows principles of effective document design.	20	
Content: Focuses on conveying information that introduces potential clients to your travel company and that encourages them to contact the company for additional information.	15	
Ethos: The brochure should be free of grammar and spelling errors, carefully proofread, and should list the sources of all images.	5	
TOTAL	50	

Instructions and Grading Rubric for Project 4B – Proposal

In your formal report for Project 4A, you provided research and analysis to your shareholders in the form of a written report. Now, you want to deliver that information in the form of a proposal that you will present to your funding source for approval to move forward.

For this project, create a set of PowerPoint slides that you would use as if you were going to present your business idea to your funders in a small conference room setting.

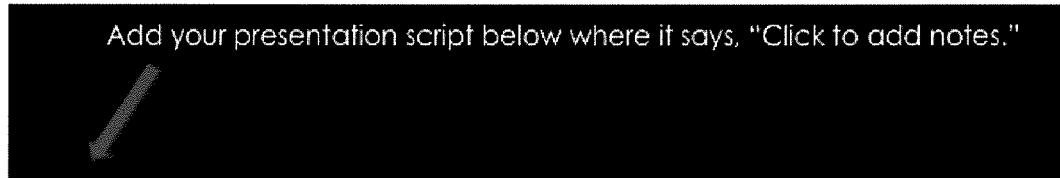
Chapter 17 in your textbook discusses written proposals; however, you won't be writing a formal proposal. Instead, you will follow the general outline for a proposal, and deliver it as a presentation. Since this is an online class, you won't actually present the proposal. You will have to include your script on your slides in the notes sections, as if you were presenting the proposal in person. Chapter 21 discusses how to prepare visual aids, such as PowerPoint slides, and provides tips on presentation skills. There are also videos about creating effective PowerPoint presentations in the Week 10 Learning Module.

Sections Included in Your Proposal Presentation Slides

- Title slide
- Introduction (2 slides): conveys information from the introduction of the feasibility report
- Statement of how your travel program will benefit the local economy in the country (1 slide)
- Proposed Plan (3 to 7 slides): discuss business conditions, the two travel experiences, and the client profile information

- Discussion and Conclusion (1 to 2 slides): Reinforce ideas about opportunities and benefits. Comment on any future goals or plans
- Citations slide (if needed): Include this if you have research information on any of your slides. Images should list sources as shown on the example at the bottom of page 397.

Important Information: Slides should contain minimal text, preferably listed in bullet points, use phrases instead of complete sentences, complement the text with a related image, and include presentation notes—your script—at the bottom of each slide. (See the example below)



Click to add notes

Grading Rubric – Proposal

Criteria	Points Possible	Points Earned
Addresses Intended Audience	10	
Design, Layout, Organization The writer has carefully considered the medium according to the needs of the audience. Text and visual components are complete, effective, and professionally communicated. The presentation is organized in a logical progression that transitions effectively from slide to slide. Appropriate use of images to enhance content. Follows principles of effective document design. Text and images are balanced on each slide.	30	
Content: The slides include key words and phrases only. The speaker’s script is included at the bottom of each slide section. The content is organized and effectively addresses the target audience.	50	
Ethos: The presentation should be free of grammar and spelling errors, carefully proofread, and should list the sources of all images.	10	
TOTAL	100	

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution Central New Mexico Community College
Department Communications, Humanities, and Social Sciences
Course Number, Title, Credits ENGL 2210, Professional and Technical Communication, 3 credits
Co-requisite Course Number and Title, if any
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person Rebecca Zerger, Co-Chair, CHSS English Department
Email and Phone Number of Contact Person bzerger@cnm.edu (505)224-4000 EXT 50113

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2210

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Choose professional communication appropriate for audiences and situations.
2. Write in different genres of professional communication.
3. Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints.
4. Employ appropriate design/visuals to support and enhance various texts.
5. Demonstrate effective collaboration and presentation skills.
6. Integrate research and information from credible sources into professional communication.

Institution-specific Student Learning Outcomes

na

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students learn to present information to different audiences in the formats typically used in professional careers. They must analyze audience, purpose, and conventions of different media in conveying messages and information. Genres typically include a variety of business correspondence, instructions, technical descriptions, and informal and formal reports. Students communicate their material in applications such as emails, blogs, brochures, websites, print documents, videos, and oral presentations. Students must analyze examples of these genres as well as produce them with effective design and organization, credible information from sources, correct citation format, and text appropriate for lay audiences. They produce these communications projects individually and in teams. Projects are assessed with grading rubrics as well as feedback from the audience, for example, when students prepare instructions for their workplace or other organizations.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students must analyze the effectiveness of various forms of technical communication they will access and/or produce in professional jobs. They analyze effectiveness of various media and in terms of purpose and audience. In producing projects such as proposals, manuals, or instructions, students employ skills in primary and secondary research, as well as skills in digital and print organization and presentation of content material (see attached Collaborative Recommendation Report and Proposal). They design surveys and questionnaires, interview professionals, conduct experiments, and then analyze evidence they've gathered, drawing conclusions in order to prepare a formal recommendation report, manual, or proposal. They test verbal and visual information through peer assessment.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

Students must produce several multi-modal projects in ENGL 2210. These might include a website to present information, technical descriptions, and instructions; a video explaining a process; or a print document and demonstration using presentation software (see Requirements in attached Proposal and recommendation Assignment). Students must demonstrate skills in accessing and analyzing information as well as in presenting information digitally and citing sources accurately. The projects require students to address a research question, triangulate research methods, and present information in a structure and media appropriate for the genre and audience. Usability tests and rubrics are used for assessment (see the attached rubric Proposal and Recommendation Rubric).

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

ENGL 2210: FINAL PROJECT
COLLABORATIVE RECOMMENDATION REPORT OR
PROPOSAL

Working with the members of your group, prepare a thorough, user-friendly proposal or recommendation report of about 7 pages, including front matter (title page, abstract, table of contents).

Note: If you have strong and compelling reasons for working alone, write a memo to me explaining these reasons and your project idea. In limited cases, I may approve this if convinced it's the most beneficial route to completing the project. Simply not liking group projects is not a compelling reason. People working alone must meet the same project requirements.

Deadline: The written document is due **Wednesday, Nov 28**.

Audience: The primary audience for a proposal or recommendation report is the committee, agency, or person (often a manager or owner) who could act on your proposal or recommendation. For this class project, the secondary audience will be CNM students (a college-educated, lay audience). Think about everyone in class reading it because you will be presenting the project in class.

Requirements: Your project should have the following parts:

1. Title page
2. Abstract
3. Table of Contents
4. Body of the report with **logical, appropriate sections**, generally following a generic outline.
5. **Works Cited** page for any external sources you use
6. Your project must have **at least one visual**—e.g. a decision matrix table evaluating items against criteria, a table with survey results, photos, a map, etc
7. Both **primary (results from experiment, taste tests, interviews with users, etc) and secondary research** (consumer reports, nutrition information, published reviews, etc).

Pay attention to presentation:

- Organize the material logically. Use subheadings.
- Make the pages attractive and user-friendly.
- Proofread it carefully for correctness in grammar and punctuation.
- Quote your interviewees accurately.
- Attribute sources. Use in-text documentation with a Works Cited page giving complete citations.
- Be sure you give enough background and context for your audience to be able to evaluate your recommendation or proposal.
- Do enough research to make a convincing case, and plan carefully what to put in each section.

Grading: The written document will be worth 150 points.

- ✓ **In addition**, if you work with a partner or two, you will receive up to 25 points extra credit for the effort that takes. Points are awarded on having a good attitude, attending “meetings” (usually class time), meeting deadlines, and individual contributions to the project. People working alone do not receive these points.
- ✓ Each partner receives the same grade for the written document, although I may make rare exceptions to that.

Presentation of your project: Everyone will present their projects the last week of class. 25 points. You must have some kind of visual in your presentation, and each group member must contribute to the presentation.

Topic Suggestions

Write a recommendation report on one of the following topics:

1. Write a **recommendation report** based on a simple research project and report the results.
Topic ideas:
 - a product--personal computer, a laptop, a camcorder, digital camera, microwave, office chair, hybrid car, sports car, commuter bicycle, running shoes, television, etc
 - a food test: best energy drink, donut, French fries, frozen lasagna dinner, granola bar, etc.
 - restaurant: best place for a breakfast burrito, pizza, coffee, local beer, etc
 - other places: city park, hiking trail, bowling alley, place to sing karaoke, etc.
 - other experiments you think of that you can do in a short time.
2. Write a **recommendation report** on a vacation place. *Set some parameters:* best cruise to the Bahamas, best national park, amusement park, zoo, tourist spot in NM, etc. *Limit the target audience*—for a family of four, for college students, for a romantic couple, etc. Your group should study several places, measure them against clear criteria, then make a recommendation. For primary research, you should choose at least 2 places group members or acquaintances have visited.
3. Write a **proposal** on one of these or another topic:
 - a. Request a new campus club, organization, or activity at CNM (soccer team, intramural ultimate Frisbee, service club, etc)
 - b. Request a change in course requirements within a program, or a change in curriculum within a course
 - c. Request equipment for a lab at CNM
 - d. Present an idea you have for a project at CNM—student book exchange, talent show, EMS or CIS skills competition, exhibition day of your career, landscaping project, internship opportunity, work study scheduling, registration change, remodel or change to a facility, food on campus.
4. Write a **proposal** for a project you'd like to see implemented in Albuquerque: a new bus route, a student arts fair, a beer festival, a mountain bike race, an idea to get more people to vote, a recycling program, host a concert or sport competition, new skate park or bike trail.
5. Write a **proposal** to an organization you belong to: proposal for uniforms for your soccer team, for a piece of equipment or new class at your gym, for a neighborhood block party or community garden, for designated parking or laundry at your apartment complex,. Think about changes at work: different ways of doing scheduling, new uniforms, a new employee, weekly staff meetings, etc (Note: These projects might work best for individuals or two people.)

SCHEDULE OF ASSIGNMENTS

Week 11

Mon, 11/5 **In-class Topic:** Describe recommendation reports and proposals. Reading quiz.
Prepare for class: Prepare for a reading quiz on Chapters 16 and 18 (homework assigned for last week).
Group work: Recommended—discuss topics and skills. Develop a task timeline and assignments.

Wed, 11/7: **In-class Topic:** Conducting primary and secondary research. Triangulating research methods.
Prepare for class: Read Ch. 6, pages 115-119 and 130-142
Group work: Recommended—decide topic, check with instructor, develop a research plan and assign tasks.

Week 12

Mon, 11/12 **In-class Topic:** Discuss models. Discuss Graphics.
Prepare for class: Look through Ch. 12. Do your group homework.
Group work: Recommended—conduct research. Compile secondary research notes and findings. Plan for primary research (survey, experiment, test, etc)

Wed, 11/14 **In-class Topic:** Group work. Consultations with instructor
Prepare for class: Do your group homework.
Group work: Recommended—conduct primary research if ready; continue planning if not.

Week 13

Mon, 11/19 **In-class Topic:** Preparing front matter. Writing the abstract (pages 479-480).
Prepare for class: Do your group homework.
Group work: Recommended—finish all research. Prepare the first draft. Write in google docs?

Wed, 11/21 **In-class Topic:** Address questions and issues. Work day. Review draft with instructor.
Prepare for class: Do your group homework. Review each others' written sections.
Group work: Recommended—go over the draft.

Week 14

Mon, 11/26 **In-class Topic:** Giving Oral Presentations, Ch. 21
Prepare for class: Do your group homework.
Group work: Recommended—go over the draft. Plan for the oral presentation.

Wed, 11/28 **In-Class Topic:** Writing the performance review and project evaluation
Written Project Due! Start presentations.

Week 15

Mon, 12/3 Continue presentations.

Wed, 12/5 **Last Day!** Performance review and project evaluations due (20 points)

Proposal Evaluation

Front Matter (20 pts)

SCORE

Title Page (5 pts): Does the title page

- Does the title page include a title that clearly states the proposal's subject and purpose? list the date and names of the principal reader and the writers? look good—is information aligned and clear?

Abstract (10 pts)

Does the abstract

- list the proposal title?
- clearly state the purpose of the document?
- summarize the need, project, and request?

Table of Contents (5 pts)

Does the TOC

- reproduce the headings in the proposal and include page numbers?
- look good, with information aligned?

Body of the Proposal (90 pts total)

SCORE

Introduction: Does the introduction (15 pts)

- adequately explain the purpose of the proposal, as well as give some background information on the need? Give an overview of the project?
- define key terms (if appropriate)?
- sound coherent? Flow well?
- do what it should without getting too detailed?

Capacity/Qualifications (5 pts)

Does this section adequately explain the experience and capacity of the proposing individual or organization? Note: in a short proposal, this section may be folded into the introductory material.

Need (25 pts)

- Does the need section include a variety of sources—primary and secondary? (2 kinds of information required. At least 3 secondary sources)
- Is the Need section presented
 - clearly and objectively?
 - with a clear plan of organization and clear headings?
 - with appropriate graphics, such as data tables, maps, or photos? Are the graphics labeled correctly and produced according to design principles and conventions? (at least one graphic required)
- Does this section present enough information to be convincing?
- Does the need section adequately make a persuasive case for change? Is it well-developed and well-organized?

Project Plan (25 points)

- Is the project described clearly and specifically?
- Does the project plan have clearly identified goals and objectives (or steps/tasks/activities to accomplish the goals)? Does this section include detailed information about the
 - Timeline?
 - Personnel?
 - Facilities?
 - Materials and equipment?
- Note: Not all these sections will be needed with each proposal. Writers discern what readers need to know.

Conclusion (10 points)

- Does the proposal clearly identify results of the projects, or benefits to adopting it? Will adopting the proposal address the need or problem?
- Does the conclusion make a request for support?

Appendices (10 pts)

SCORE

Does the proposal have a Works Cited page in MLA or APA format? Are **sources cited** clearly and correctly?
Does the proposal have other pages appropriate for appendices, such as supporting documentation on surveys, questionnaires, photos, maps, etc? These aren't required but should be included as necessary.

Overall (30 pts total)

SCORE

Is the proposal **well-written**—free of distracting mechanical errors?

Does the document look **professional**? Does it show attention to document design?

Does the project meet requirements for length, topics,

TOTAL SCORE:

(150 points possible)

TOTAL SCORE:

A (90-100%)=135-150 pts; B (80-89%)=120-134 pts; C (70-79%)=105-119 pts; D (60-69%)=90-105 pts.

COMMENTS

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Languages & Literature
Course Number, Title, Credits	ENGL 2210, Professional and Technical Communication, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Carol Erwin, Chair of Department of Languages and Literature
Email and Phone Number of Contact Person	Carol.Erwin@enmu.edu; 575-562-2135

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2210 Professional and Technical Communication

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Choose professional communication appropriate for audiences and situations.
2. Write in different genres of professional communication.

3. Identify the purpose of a work-related communication and assess the audiences' informational needs and organizational constraints.
4. Employ appropriate design/visuals to support and enhance various texts.
5. Demonstrate effective collaboration and presentation skills.
6. Integrate research and information from credible sources into professional communication.

Institution-specific Student Learning Outcomes

All SLOs are the same as Common Course SLOs

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students practice writing a variety of texts required in professional fields, including but not limited to: memos, email responses, and different types of reports. Students focus on appropriate language and structure for each type of professional document, according to the purpose and audience. In addition to writing in variety of genres, they learn how present ideas in other mediums, such as email and PowerPoint. For their final project, they complete an assignment called "report/recommendation," which is structured in steps that follow the conventions of this genre of report writing. Students need to define and locate a problem, evaluate and analyze evidence, and offer a recommendation based upon their findings and analysis. Thus, they assess the evidence in regard to the needs of people with real and various stakes in the problem. In offering a policy, they focus their argument on a target audience, such as a city council or school board. The assignment requires students to use table and/or charts and emphasizes the effectiveness of communicating visually through other modes, such as photos.

The department formally assesses effective communication through the final report/recommendation assignment

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The final project for this course requires students write a report on a community project (i.e., a school, a library, a charity, a community agency, or some other not-for-profit entity). After researching and analyzing the community's needs and the project's potential activities, successes, and challenges, students offer a detailed report and draw reasoned recommendations regarding a new direction, or a new department or program, or a new activity. For this assignment, they move through the key steps of a policy paper. They define and locate a problem. They gather evidence and sources in order to analyze and evaluate the issue. They assess the credibility and relevance of the sources, and they assess the various causes, perspectives, needs, obstacles, and goals. Then, they draw policy conclusions based upon their analysis. This project highlights different types of argumentative claims, such as factual, evaluative, and causal, and policy claims.

The department formally assesses effective communication through the final report/recommendation assignment

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students learn how to use a variety of programs to present information (Power Points, email, memos, etc). Students also learn how to research topics effectively for the final report, as indicated in the critical thinking skill. For their research question, they locate a problem, an area where a community is “distressed.” This report/recommendation assignment requires students to cite using APA style, and to integrate credible and relevant sources, through quotes, paraphrase, and/or summary. Throughout the course, various assignments, including an annotated bibliography, require research in the databases.

The department formally assesses effective communication through the final report/recommendation assignment


E. Supporting Documents

Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

[Link to Institution’s General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

 11/5/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

ENGL 2210—Professional and Technical Communication

Report and Recommendation

Here is the situation:

A number of nonprofit organizations and foundations are interested in investing in your community. They are interested because your community (or part of it) has been identified as **distressed** in some way. Perhaps the schools are poor, or there are few public parks and recreation areas, or perhaps there are few cultural events planned for the population, or perhaps there is a drug or alcohol problem that has become very obvious. Perhaps there are many homeless people in your community, or a high illiteracy rate. Perhaps there is a problem with the number of stray dogs and cats which live on the streets. Perhaps you have no public library facilities. Perhaps there is an environmental problem which needs to be cleaned up. You create the situation and the project; these can be fictional.

Before you begin this assignment, define a project which you can pretend that your City Council is considering. The Council has asked you, as a member of the Council and the community, to prepare a report regarding its likely success.

Assignment:

Prepare a formal report, entitled **Report and Recommendation**, with the following six sections. A subtitle to this report is important to focus the topic. For example, if I am proposing a dog/cat rescue service, my subtitle might be: **A Plan for Dog/Cat Rescue in Portales, New Mexico**. The samples in Chapter 16 (p. 315+) of your text will be useful, although we are not following every element of those models. However, you will find samples of this exact report assignment in Blackboard, along with these instructions. Here are the six parts in our report, which should be on separate pages, except for the Discussion, which should run to two pages:

Title Page

Table of Contents

Abstract [this section *summarizes the entire report, including the Recommendation*; see "Informative Abstracts," p. 275]

Discussion [the main part of the report; minimum two pages]

Recommendation(s) [precise, authoritative, based upon the rest of the report]

References

* * * *

References:

In your References section, use APA style; details are in Appendix A in your text. Your project may be fictional, but you should be able to locate documentation that supports your findings. For example, I may be proposing a fictional new juvenile wing to our library, but I have an actual report from educators at the University of New Mexico which gives data about the value of young people's libraries.

Additional details:

Please include at least two of the following: tables and/or charts. Remember that visuals – including photos or other objects – are also appropriate, and might add a valuable element to your report.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University-Roswell
Department	Arts and Science Education
Course Number, Title, Credits	ENG 2210 Technical Writing (3 credits)
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Robin Billington, Area Director Humanities
Email and Phone Number of Contact Person	Robin.billington@roswell.enmu.edu 575-624-7252

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

Professional and Technical Communication 2210

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes1. Choose professional communication appropriate for audiences and situations.2. Write in different genres of professional communication.3. Identify the purpose of a work-related

communication and assess the audiences' informational needs and organizational constraints.4. Employ appropriate design/visuals to support and enhance various texts.5. Demonstrate effective collaboration and presentation skills.6. Integrate research and information from credible sources into professional communication

Institution-specific Student Learning Outcomes

1 Organize information introducing and stating main points clearly and concisely; use details and reasoning to support the main idea (unity); arrange support in logical order (coherence); use common organizational patterns of development and appropriate transitions.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will identify and practice the stages required to produce competent, professional writing through planning, drafting, revising, and editing. One focus of the course is looking carefully at the work that goes into the final, polished product. Collaboration (both face-to-face and electronic) is a key part of the professional realm and students will work with their classmates. This collaboration will include participating in brainstorming sessions, providing constructive criticism, and preparing projects together. Students will write for the intended audience of a text and design or adapt texts to audiences who may differ in their familiarity with the subject matter. Students will use language appropriate to specialists and non-specialists and be aware of intercultural communication. Careful manipulation of language is essential to accommodate ideas and information. The course will teach the rhetoric of technical discourse and the contexts in which it is produced. Students will write and verbally present proposal writing. Students will learn to use graphic aids in technical reports and safety manuals. Students manipulate language in order to accommodate ideas and information. Students will assess the success of others' documents as to how well they accommodate their audiences. They will understand the use of buzz words, jargon, and plain language. Students use correct grammar to recognize and correct the most common errors in technical writing.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will analyze a variety of rhetorical situations and produce appropriate texts in response. They will apply constructive criticism to their peers' papers. The course requires analysis of a variety of professional rhetorical situations and production of appropriate technical writing in response. Students will analyze and distinguish types of technical writing and apply these types to the appropriate situation. Students will produce cogent arguments that persuade their audience to support their field of study and promote interest in their particular field of study. Student analyze the pros and cons of employment in their field; reflect the degree of available evidence, and take account of counter arguments in relation to determining legitimacy of information. The course requires audience analysis in connection to the types of technical writing. Students are taught to enable themselves to imagine themselves in the other person's shoes in order to target the intended audience. Students interpret reading and writing with an eye for subtle vs implied writing. Students work through multiple drafts and revisions, evaluating logical and rhetorical

choices. A graphic organizer will be utilized in order to allow students to identify the appropriate information, place it in the correct order, and synthesize their thoughts before writing. Students must evaluate a problem, devise a solution, and present evidence to support the solution. This might include a marketing campaign for a specific product or recommendations for a construction site issue. The course requires to write a step-by-step instruction manual taking into consideration logic, and organizational thinking.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will determine and implement the appropriate research methods for each writing task. They will practice the ethical use of sources and the conventions of citation appropriate to each genre. Students will use library digital resources and research techniques. They will be exposed to contemporary issues in technical fields and find professional organizations and professional journals which provides students with a broad spectrum of applicable knowledge. This course addresses the creation of a variety of print and electronic documents, including brochures, reports, websites, software documents, power points, and scientific reports. Students learn how use digital media in order to organize and express facts and ideas through various projects that focus on the technical word. Coursework focuses on the production of technical documents that may be used in industry, government, business and academia. Students will research a product within their trade and compare cost, reliability, and quality. Students will write memos and evaluate the quality, cost, reliability, credibility of a supplier according to the supplier's website information. The course requires Research and evaluate graphics for written assignments. They use images and charts in graphic fliers.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

LiThis course has been revised recently as a direct result of the work my institution has been doing to create a clear and accurate Institutional Assessment Plan. When the General Education Task force issued the new requirements for integration of specific skills into general education courses, the Arts and Science Education Area began to work to look at what our courses were integrating and assessing and what adjustments needed to be made in the curriculum. Although a definitive plan is not written and available for this certification

submission, the plan will be in-line with HED's new common course number and common core transfer requirements. [Click here to enter text.](#)



11.9.18

Signature of Chief Academic Officer

Date

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Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Technical Writing Lesson

Goal: Write a technical manual that provides directions for solving a real problem and proposes an innovative solution.

Objective: Students will create safety manuals in the workplace.

1. Discuss the causes and effects of incorrectly and unsafely using equipment at the workplace.
2. Students begin with an explanation/evaluation of their workplace environment and of potentially dangerous equipment and practices.
3. In groups, students examine the causes and effects of having a safe work environment.
4. Students discuss the steps that lead to solving the problem of an unsafe work environment and brainstorm innovative solutions for remediating hazardous work environments.
5. Students identify a real problem in their workplace and offer a real-life solution. This data goes into a preparatory information bank that the students create.
6. Students brainstorm and gather information for their manual from digital sources for their prewrite and add the results to the information bank.
7. Making sure that technological verbiage is implemented, students validate and organize the facts from their information bank in order to prepare an outline.
8. Prepare an outline delineating the steps for the instructions and providing solutions to safety issues, including information that will appear in the safety manual.
9. Design electronic page layouts to include at least 2 visuals.
10. Students prepare a reference page for their manual.
11. Students write the manual and submit to a fellow student for peer edit.
12. After peer editing, changes are made to the manual and a final copy is created.

Eastern NM University-Roswell Rubric for Technical Writing ENG 2210

Assignment: Write a technical manual that provides directions for solving a real problem and proposes an innovative

Component Skill	Emerging	Developing	Proficient
Digital Literacy	Citations are vague and technology does not support the writer's purpose. Images and Diagrams are irrelevant to the writer's purpose.	Use of technology or images may distract reader's focus from the writer's purpose. Resources are cited properly. Technology format is not the best choice for the purpose.	Technology is used effectively to create and enhance the directions. Images are relevant to the purpose and are visually appealing.
Communication	Little to no technical vocabulary. Word choice interferes with reader's understanding.	Some technical vocabulary is used. Some word choice or use of technical language is confusing to the reader.	Language is concise and adds to the paper. Technical language is used appropriately and explained when necessary to promote reader understanding.
Critical Thinking	Student identifies a real problem and a solution, but offers little or no innovation or creativity in the solution.	Student identifies a real-world problem and demonstrates some creativity in the solution.	Student identifies a specific problem and provides an innovative and creative solution to the problem.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Northern New Mexico College
Department	Language and Letters
Course Number, Title, Credits	ENG 116 Professional and Technical Communication, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	NO
Name and Title of Contact Person	Lori Franklin
Email and Phone Number of Contact Person	lorig@nmc.edu ; 505-747-2215

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2210 Professional and Technical Communication

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes 1. Choose professional communication appropriate for audiences and situations. 2. Write in different genres of professional communication. 3. Identify the purpose of a work-related communication and

assess the audiences' informational needs and organizational constraints. 4. Employ appropriate design/visuals to support and enhance various texts. 5. Demonstrate effective collaboration and presentation skills. 6. Integrate research and information from credible sources into professional communication.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students have the opportunity to practice clear and concise business language by writing a number of business documents, including letters of inquiry, claim letters, a working resume and cover letter, a recommendation report based on a case study, and grant writing. Further, they will prepare business documents using excel, including a budget and an invoice. These documents will be evaluated to consider issues such as audience, clarity of thought, professionalism and presentation. Throughout the term, students will use MLA or APA citations to ethically site their sources. The term ends with a portfolio of sorts, where students organized an event, which includes those documents above. Again, assessment incorporates clarity and professionalism.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

For the final portfolio, students will demonstrate a number of problem solving skills, such as planning schedules for all participants in the event, including staffing and guest needs, investigating and creating a working budget, requesting funding and other aspects of the planned event such as invoices, purchases, and advertising. They are required to develop a well-reasoned argument defending the validity of the event. They must identify and gather the necessary information to defend this argument. They are evaluated on their ability to present convincing evidence and to explain how that evidence supports their claims. They must also consider the arguments of the other side and refute those arguments in a reasonable and fair manner.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Throughout the course, students will be engage in research using the internet and library databases. They will evaluate sources for currency, reliability, and bias and learn to use information ethically and effectively. Students will also research grant offers and other online opportunities. For the final project, students must conduct inquisitive research to identify a community need and generate reasonable solutions and answers to emerging questions. Throughout the semester, students must use information from sources in ethical ways, acceptably paraphrasing, summarizing, and quoting from these sources.

E. Supporting Documents

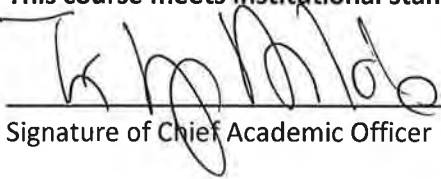
Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

<https://nmmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

10/29/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

- I. **The Proposal paper**—imagine that I am a potential donor for your project. This paper is created to persuade me that your project is worthy and important. The proposal paper should include the following items:
 - a. **Summary:** Why are you doing this project? What issues are you hoping your project will address? These ideas will be fleshed out in the rest of the paper. Think of the elevator speech...short and sweet, but meaningful and determined.
 - b. **Introduction:** What background information can you collect to justify your event? Be clear about resources and data; from where did you collect your information? How does your project address the needs of the community? How will your project help the community? What are your intended outcomes?
 - c. **Proposal:** What specifically are you planning to do? When, where, what, and how go in this section. Be specific.
 - d. **Budget:** how will you spend the money you are asking for? Be as detailed as possible; include items like venue rental costs, provisions, staffing needs, advertising, etc. Donors want to know their dollars are being well spent and that they are not giving extra money that cannot be returned.
 - e. **Appendices** as necessary: include here the following:
 - i. **Schedule for volunteers**—this is to help you arrange coverage for your event. Consider where the support staff will work, when and for how long. Are there scheduled breaks for staff? Be sure to cover all aspects of the event: set up, break down, greeters, décor, ticket takers, money handlers, and others.
 - ii. **Provisions**—beverages, snacks, punch, etc. Also, will these items be free or will participants be charged? Also consider where you might get provisions for free, in exchange for advertising. What advertising options can you offer? Banners? Thank you posters? Free advertising on their own cups, including their logos? Are there people who might provide food for free, family members or other volunteers? Maybe consider asking a food truck to park in front of your venue.
 - iii. **Participants schedule/map**-- Calendar/locations/schedule of events—this is to be a handout for participants so they know where to go when. This tells the donor that you have gathered all the important information from your proposal section.
 - iv. **Tri-fold pamphlet**—create a pamphlet for your event. It should include the highlights of your event. What do you want your participants to get out of coming to your event? What is their take-away to be? This is an advertising tool. Be sure to include this expense in your budget, either in terms of artistic charges or printing. Your pamphlet shows the potential donor that you are serious and professional.
 - v. **Swag**—are you going to have take-away items for participants? What might those be? What would the cost of those items be? How does that fit into your budget? This might be T-shirts, badges of accomplishment, specially printed pencils, etc.

Sample Rubric– NMMC ENG 116

	EXPERT	PROFICIENT	APPRENTICE	NOVICE
INTEGRATION OF KNOWLEDGE	The paper demonstrates that the author fully understands the concepts learned throughout the course. The writer provides a comprehensive explanation and integration of research to justify the project. The supporting materials demonstrate full understanding of the breadth of the assignment.	The paper demonstrates that the author, for the most part, understands and applied concepts learned throughout the course. Supporting materials demonstrate some understanding of the breadth of the assignment.	The paper demonstrates that the author, to a certain extent, understands and has applied concepts learned in the course. The author can demonstrate a cursory understanding of the material and topics covered.	The paper does not demonstrate any concrete understanding of concepts in the course. Research is missing or unclear, which damages the justification for the paper/event.
DEPTH OF PLANNING	The paper demonstrates complete understanding for all aspects required for a successful event. The author addresses contingencies and has covered all aspects of the event.	The paper demonstrates a basic understanding of the aspects required for the event. The author shows a sufficient coverage of all aspects of the event. Planning is sufficient for the event to come off.	The paper demonstrates a brief understanding of some of the aspects of the event. Planning is adequate, but important issues remain unaddressed.	The paper demonstrates superficial understanding of the aspects for the event. The author has little to no planning and is missing large concepts and many issues remain unaddressed.
QUALITY OF PRINT MATERIALS	The supplementary material demonstrates creativity and expertise in terms of advertising concepts. These materials are colorful, complete and inviting.	The supplementary material demonstrates some creativity in terms of advertising. The material is colorful but some parts are busy and important concepts are incomplete.	The supplementary material demonstrates little creativity in terms of advertising. The print material show little creativity or thoughtfulness.	The supplementary material is lacking any creativity. Important advertising concepts are missing altogether and show little creative or thoughtfulness.
COHESIVE	The project is cohesive in total, showing great thoroughness and comprehensive understanding of the project as a whole. The overall project looks businesslike and professional.	The project is well organized with some minor inconsistencies. The overall project appears well thought out with some small issues unaddressed.	The project shows organizational intentions but appears arbitrary at times. Some material show planning and thought while other sections are messy and still need work.	The project is not well organized and some important sections are either superficially addressed or missing entirely.
MECHANICS	Excellent grammar, punctuation and word choice.	Good grammar, punctuation and word choice.	An effort seems to have been made to use standard grammar, punctuation and word choice is limited or basic.	No efforts were made to proofread the report. Numerous errors detract from the message.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution Central New Mexico Community College
Department Communication, Humanities, and Social Sciences
Course Number, Title, Credits COMM 1130 Public Speaking 3 credits
Co-requisite Course Number and Title, if any ENGL 1110
Is this application for your system (ENMU, NMSU, & UNM)? No
Name and Title of Contact Person Pam Gerber, Instructor
Email and Phone Number of Contact Person 505 -224-4000, Ext. 50306

Was this course previously part of the general education curriculum?

[X] Yes [] No

This course will fulfill general education requirements for (check all that apply):

[X] AA/AS/BA/BS [] AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

[X] Communications [] Mathematics [] Science [] Social & Behavioral Sciences
[] Humanities [] Creative & Fine Arts [] Other

Which essential skills will be addressed?

[X] Communication [X] Critical Thinking [X] Information & Digital Literacy
[] Quantitative Reasoning [] Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 1130, Public Speaking

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

List approved common course Student Learning Outcomes

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students are introduced to medium awareness at the beginning of the course when the communication process, context, and various mediums used to communicate messages are addressed. Specifically, oral communication mediums/channels and contextual nuances surrounding audiences are emphasized. Students apply effective and appropriate communication strategies in informal assignments and in formal speeches. Students use a variety of strategies for understanding and evaluating messages and demonstrate these by critiquing the speeches of others. For formal speeches, students research and evaluate content in order to produce audience-centered arguments and provide evidence and support for their assertions. Effective communication skills, both verbal and nonverbal, and understanding of public communication processes are assessed informally in class and through formal rubrics attached to student speeches (see attached).

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students engage in problem-setting during the speech-planning process as they formulate questions and create problem statements surrounding their speech purpose, topic, and audience. Students create speech outlines to demonstrate critical thinking skills of evidence acquisition by researching and evaluating sources to create the content of their speeches. Students formulate thesis statements, make claims, and provide reasons to support their positions on topics, orally citing evidence for their arguments. The substance of these arguments and their critical thinking skills are formally assessed through a rubric attached to their speeches (see attached).

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students evaluate source credibility and quote, summarize, and paraphrase sources when they prepare speeches. For each speech, students formulate thesis statements and engage in an iterative process of inquiry as they conduct research, evaluate, and organize information into an appropriate structure for delivery. Digital literacy is demonstrated through the creation of computer-mediated presentational aids, such as powerpoints, keynotes, Prezi, and/or audiovisual clips.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

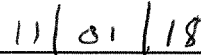
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Public Speaking: Informative Pop-Culture Speech & Visual Aid

General Purpose: To Inform.

Assignment Objectives:

- To conduct research on a particular topic and use supporting material from several documented sources to support your assertions/argument and cite these sources orally
- To prepare a well-organized and fully developed outline and bibliography
- To create a well-thought out thesis sentence
- To create effective introductions and conclusions
- To generate and maintain audience interest
- To utilize effective and appropriate verbal and nonverbal communication strategies

Instructions: Popular culture (pop culture) is the totality of ideas, perspectives, attitudes, memes, images, and other phenomena that are deemed preferred or popular per an informal consensus with the mainstream of a given culture/sub-culture. The primary objective of this speech is to inform your audience on a pop-culture phenomenon.

Possible categories include, but are not limited to:

- Internet (Facebook, Vine, memes, etc.)
- Phone apps (Tinder, Snapchat, etc.)
- Book series (Divergent, Hunger Games, etc)
- Television series (Breaking Bad, Orange is the New Black)
- Movies
- Songs, an artist/group/band

Information regarding the topic can include, but is not limited to: a general explanation of the phenomenon (REQUIRED) and its premise (what is it about); the rise of the phenomenon (how it started, where, medium, who created it); effects of this phenomenon (either to the public, or to the creator); and/or a reflective/analytical component (why is it so appealing), etc.

Expectancies

1. **TIME LIMIT:** Four to six minutes. Your speech is expected not to exceed six minutes nor be under four minutes, or you will be deducted points. Practice and time yourself in advance.
2. **TOPIC SELECTION:** Select a popcultural phenomenon you find interesting and that you think will interest your audience. You may choose a phenomenon from any time period and any geographic location- as long as it is classroom appropriate.
3. **RESEARCH/SUPPORTING MATERIALS:** Use your own knowledge of the topic first, then plan to find AT LEAST three sources to back up your points and enhance your credibility as a speaker. You can use a variety of supporting materials such as journal/magazine articles, news reports, statistics, testimony, comparisons, narrative, etc. to help develop the points in your speech. Please remember: it is very important that you **cite your sources orally** during the speech, as well as in a bibliography that you turn in with your outline. Not citing sources orally for this speech will significantly affect your grade.

4. **ORGANIZATION & WRITTEN WORK:** An outline and reference page are required. The outline you turn in should conform to the format provided in class (available under “handouts” on your Bb toolbar.) Also, turned in with the outline, is reference page of all sources used in your speech (at least three.) Use APA or MLA format for the bibliography/reference page. Bibliographies that do not appear in APA or MLA style will not be acceptable. For more information on formatting you can check out: owl.english.purdue.edu. If using website, DO NOT just put URLs, look up how to cite websites.
5. **VISUAL AIDS:** A visual aid is required for this speech. You will need to create a presentation aid such a PowerPoint, Google Slides, Keynote, or Prezi that you will use during your speech Your presentation aid should have a minimum of 8 slides and should coincide with the information in your speech. It should be a mix of key words (no full sentences, unless using a direct quotation) and contain content-related images such as pictures, charts, graphs, video clips, etc.
6. **GRADING:** A copy of the grading rubric will be available on Blackboard.

COMM 1130: Informative Speech and Visual Aid Grading Rubrics

Informative Speech Grading Rubric

Missing	Emerging	Developing	Proficient	Exemplary
CONTENT				
Attention Getter				
Missing.	Attempted an attention getter, but it did not utilize an attention gaining technique such as an anecdote/story, starting statistic, question(s), humor, etc.	Provided an attention getter utilizing an attention gaining technique, but it was not relevant to the speech and/or was inappropriate for audience and/or speech content.	Provided an attention gaining technique that was relevant to speech and appropriate for the audience and content, but was generic and/or not as effective as it could have been.	Provided a well-thought out and effective attention getter that utilized an attention gaining technique, was relevant to the speech, and appropriate for the audience and content.
Thesis				
Missing.	Attempted a thesis statement, but had one or more of the following problems: was not a declarative, was a sentence fragment, was a fact/statistic, and/or was longer than one sentence.	Attempted a one-sentence declarative summarizing the speech, but it was hard to discern and/or was lumped together with main points.	Stated a summary of the speech content in a one-sentence declarative, but could have been more clear and/or explicit.	Clearly and explicitly stated a summary of the speech content in a one-sentence declarative.
Preview of Main Points				
Missing.	Previewed some of the main points, but not all.	Previewed all of the main points, but did not list them in the	Clearly and explicitly previewed all the main points in the same order they would be covered in	Clearly and explicitly previewed all the main points in the same order they

		same order as they would be covered in the speech.	the body of the speech, but did not include transitional phrases such as first, second, then, next, finally, etc.	would be covered in the body of the speech and included transitional phrases such as first, second, then, next, finally, etc.
Main Points, Sub-points/Supporting Materials, & Citations				
Missing.	Provided some main points and some supporting material, but Needed more support for assertions and/or or did not include any outside sources.	Included the requisite amount of main points (3), but did not provide adequate support for assertions, proper oral citations, and/or explanations needed to be more clear.	Included the requisite amount of main points (3) and support for assertions, such as examples, statistics, evidence, analogies, etc. However, did not orally cite at least sources and/or did not properly cite sources.	Included the requisite amount of main points (3) and support for assertions such as examples, statistics, evidence, analogies, etc. Oral cited at least three sources and included all necessary information in citations. Clear verbal explanations throughout speech.
Transitions				
Missing.	Attempted one-three transitional phrases.	Provided some transitional phrases, but occasionally moved from one idea to the next abruptly.	Provided the necessary transitional phrases between introduction and body, each main point, and body and conclusion. However, transitions were overly general and or could have been more effective.	Provided clear and well-thought out transitions between introduction and body, each main point, and body and conclusion. Transitions utilized transitional phrases, internal summaries, and old/new construction techniques.
Restatement of Thesis & Main Points				
Missing.	Only restated thesis or main points, but not both.	Restated both thesis and main points, but had two or more of the following problems: did not did put thesis in different words,	Restated both thesis and main points, but had one or more of the following problems: did not did state thesis in different words, did not review all main points, main points were not in past tense, main points were not reviewed	Restated both thesis and main points and restatement mirrored introduction with thesis in different words and review of main points either in different words and/or in past tense.

		did not review all main points, main points were not in past tense, main points were not reviewed in the same order as they were covered in the body.	in the same order as they were covered in the body.	Reviewed main points in same order they were covered in the body.
Clincher				
Missing.	Attempted a clincher, but it did not utilize a clincher technique such as an anecdote/story, starting statistic, question(s), humor, challenge, call to action, etc.	Provided a clincher utilizing a clincher technique, but it was not relevant to the speech and/or was inappropriate for audience and/or speech content.	Provided a clincher that was relevant to speech and appropriate for the audience and content, but was generic and/or could have been more well thought-out.	Provided a well-thought out and effective clincher that was relevant to the speech and appropriate for the audience and content.
DELIVERY				
Delivery Style				
N/A	Speaker delivered speech via a manuscript delivery style.	Speaker delivered speech via a memorized delivery style.	Speaker delivered speech using a combination of extemporaneous delivery and manuscript/memorized.	Speaker delivered speech extemporaneously and only used notecards when necessary.
Overall Flow				

The speech did not appear to have been practiced beforehand.	The speaker appeared to have practiced once or twice beforehand, but frequently stumbled and/or lost their place.	The speech mostly had a smooth flow, but the speaker stumbled and/or lost their place occasionally.	The speech had a smooth flow, but there were numerous verbal fillers and/or long pauses.	The speech had a smooth flow and the speaker avoided verbal fillers and long pauses.
Vocal Elements				
Speaker was monotone.	Speaker attempted some vocal variety, but was mostly monotone.	Speaker used some vocal variety, but needed to incorporate more tone, pitch, emotion, emphasis, etc throughout.	Speaker used vocal variety throughout, but needed to incorporate more tone, pitch, emotion, emphasis, etc in specific parts.	Speaker's voice was dynamic and used vocal variety throughout the presentation, incorporating tone, pitch, emotion, emphasis, etc where necessary.
Gestures & Movement				
Speaker did not use any gestures or movement	The speaker attempted gestures or movement several times.	The speaker used both gestures and movement throughout their presentation, but it was not effective, distracting, and/or conflicted with the verbal message.	The speaker used both gestures and movement effectively in their presentation, but could have incorporated more in certain places.	The speaker used both gestures and movement effectively throughout their presentation and gestures/movement complemented the verbal message.
Facial Elements				
Speaker's face was devoid of emotion and did not make any eye contact.	Speaker's face was devoid of emotion but they made some eye contact.	The speaker used some facial expressions and eye contact, but needed to incorporate more.	The speaker used facial expression and eye contact, but expressions did not always appear natural and/or used too much or too little eye contact at times.	The speaker's facial expressions appeared natural and coincided with the verbal content and achieved a balance of eye contact.

Visual Aid Grading Rubric

Missing	Emerging	Developing	Proficient	Exemplary
Slide Content: General (15%)				
N/A	Provided only 1-4 slides.	Provided at least 6 slides and had one or more of the following problems: only included some (but not all) necessary information to understand what was on each slide and/or did not have a balance of text/graphics.	Provided at least 8 slides, but had one of the following problems: only included some (but not all) necessary information to understand what was on each slide and/or did not have a balance of text/graphics.	Provided at least 8 slides, included all necessary information to understand what was on each slide, and contained a balance of text/graphics.
Slide Content: Text (20%)				
Did not include any text.	Included some text, but had two or more following issues: had text that was irrelevant to speech, not enough text to understand slide, too much text/full sentences.	Included some text, but had one or more following issues: had text that was irrelevant to speech, not enough text to understand slide, too much text/full sentences .	Included text that was relevant to the speech, aided in comprehension of speech content, and was concise. However, text could have been more clear and/or well thought out.	Included clear and well thought-out text that was relevant to the speech, aided in comprehension of speech content, and was concise.
Slide Content: Graphics (20%)				
Did not include	Attempted to	Provided some	Included a	Included a

any graphics.	provide one or two graphics, but did not provide an adequate amount or variety.	graphics, but had two or more of the following problems: did not include a variety of graphics, did not explain graphics, graphics were irrelevant, did not provide source of graphic (where applicable, such as for photos), graphics were hard to see, and/or not appropriate quality.	variety of graphics of appropriate size and quality, but had one or more of the following issues: did not explain graphics, graphics were irrelevant, and/or did not provide source of graphic (where applicable, such as for photos).	variety of graphics such as photos, clipart, and graphs. Graphics were clearly explained, relevant to speech, and captions were provided citing the graphic source. Graphics were of appropriate size and quality.
Design: Overall (15%)				
N/A	The design had two or more of the following problems: did not look clean and organized, had too much information on each slide/overly cluttered, and/or design was not aesthetically pleasing.	The design had two or more of the following issues: did not look clean and organized, had too much information on each slide/overly cluttered, and/or design was average.	The design was clean and organized but had one of the following issues: had too much information on each slide/overly cluttered and/or design was average.	The design was clean and organized, with an appropriate amount of information (text and/or graphics) on each slide, slides were not overly cluttered, overall design was aesthetically pleasing.
Design: font, colors, and background (20%)				
N/A	Contained three or more of the following problems: text was in an inappropriate/hard to read font,	Contained two or more of the following problems: text was in an inappropriate/hard to read font,	Text was in an appropriate font and large enough to be visible. However, more thought needed to be put into	Text was in an appropriate font and large enough to be visible and careful consideration was given to

	font was not large enough to be visible all audience members, font color and background choice made text hard to see (ie brightly colored text on a brightly colored background or text placed on a busy background picture), more thought needed to be put into color choice.	font was not large enough to be visible all audience members, font color and background choice made text hard to see (ie brightly colored text on a brightly colored background or text placed on a busy background picture), more thought needed to be put into color choice.	color choice.	color choice (used complimentary colors, warm/cool balance, and avoided colors that would be problematic for colorblindness.)
Professionalism: free of errors (spelling, grammar), consistency and quality (10%)				
N/A	Slides contained three or more the following problems: spelling and grammatical errors, text font was not consistent throughout slides, background color/images were not consistent throughout slides, and graphics contained watermarks.	Slides contained two or more the following problems: spelling and grammatical errors, text font was not consistent throughout slides, background color/images were not consistent throughout slides, and graphics contained watermarks.	Slide font was consistent throughout slides, background color/images were consistent throughout slides, and graphics did not contain any watermarks. However, there were some spelling and grammatical errors.	Slide text was free of spelling and grammatical errors, font was consistent throughout slides, background color/images were consistent throughout slides, and graphics did not contain any watermarks.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Communication
Course Number, Title, Credits	COMM 1130, Public Speaking, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Patricia Dobson, Chair of Department of Communication
Email and Phone Number of Contact Person	Patricia.dobson@enmu.edu; 575-562-2130

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 1130, Public Speaking

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Demonstrate effective speech preparation; 2. Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids; 3. Analyze a potential audience and

tailor a speech to that audience; 4. Evaluate presentations according to specific criteria; 5. Explain common propaganda techniques and logical fallacies, and identify them in the speeches of others; 6. Recognize diversity and ethical considerations in public speaking

Institution-specific Student Learning Outcomes
LO #1: Students will create effective communication products employing narrative structure. LO #2: Students will apply theories to analyze communication content. LO #3: Students will apply ethical principles in professional settings.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*
Students will demonstrate Genre & Medium Awareness, Application & Versatility through written and oral assignments including written exercises (speech evaluations, chapter exercises), discussions, watching famous speeches and presentations, observing an outside speaker. Topics covered include content delivery, best practices, goals/objectives of speeches/presentations, communication apprehension. Students will demonstrate Strategies for Understanding & Evaluating Messages, Evaluation and Production of Argument in a position paper, where students select a topic, and provide evidence and examples to make and defend their case (formal writing). These are given twice each semester (students will present their papers to the class). Students will complete a variety of exercises, including introductory speeches, impromptu speeches, informative speeches, persuasive speeches, special-occasion speeches, group presentations, debates. Other areas related to the process of making presentations and speeches include discussions on speech ethics, listening, audience analysis, research and supporting materials, organization of materials, language and style, presentation aids. Students will select topics, and provide evidence and examples to make and defend their case in a public venue. Along with instructor evaluations, students complete self-evaluations of their own speeches, and evaluate the speeches of their peers.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*
Students will evaluate speeches made by famous (and perhaps infamous) personalities and politicians. Students will discuss issues within the topic, manner of presentation, audience analysis, gathering and interpretation of evidence, and address/solve issues in current events or potential topics. Students will complete several observations of speeches, engage in in class discussions, role-plays, short debates, and other activities. They demonstrate their skills on weekly chapter quizzes. Students acquire skills from these smaller exercises, which are then applied to the larger position papers and subsequent public presentations.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*
In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students are given an introduction to using library resources and databases, i.e. CMMC (Communication and Mass Media Complete). Students select a public speaking concept (from class textbook), and then are walked through the database and how to conduct a search, including tweaking of search terms, academic publications, reading citations, full-text documents, related searches. This happens at the beginning of the semester. Students are then paired up to complete a simple research assignment of their own, choosing a different public speaking concept and finding an academic journal article related to that concept. Students present their article and findings to the class.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/15/18
Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

COMM 1130: Public Speaking
Position Paper #1
100 points possible

Purpose:

The purpose of this assignment is for each student to demonstrate knowledge of topics covered thus far in Public Speaking. The position paper gives each student the opportunity to apply concepts from the text, lectures, and classroom discussions to real life examples and experiences. Each paper will be graded based on the originality and thoroughness of content, your ability to articulate and defend your chosen position, and the use of vivid and appropriate examples.

Requirements:

Each paper must be 2-4 pages in length (this means at least two *full* pages and no more than four), typed in 12 point Times New Roman with one inch margins.

Topic Selection:

Please choose one of the following topics to write your paper about. Keep in mind, the point of this paper is to choose a topic that you have a strong opinion about and about which you can provide suitable examples.

- In your opinion, what is the role of research and theory in the study of public speaking? Which do you feel is more important and why?
- Defend or support the idea that speaker credibility can “make or break” a speech or presentation.
- Communication apprehension is usually equated with ‘stage fright,’ but this isn’t necessarily true. Defend the idea that CA may be caused by any of the five forms of communication (intrapersonal, interpersonal, group, public, mass communication).
- Discuss the concept of imposter syndrome and how it may relate to public speaking and presentations.
- Does culture, gender, or personality have the most significant impact upon our communication style when making a presentation or speech?

RUBRIC FOR POSITION PAPER AND PRESENTATION FOR PUBLIC SPEAKING

Communication	Emerging	Developing	Proficient
<i>Strategies for Understanding and Evaluating Arguments</i>	The student outlines some or all of the main points to be discussed but does not name the topic or state a position.	The student identifies the topic, outlines some or all main points to be discussed, but doesn't clearly state a position.	Student clearly states topic and outlines the main points to be discussed. The student's position strongly and clearly stated.
<i>Evaluation and Production of Arguments</i>	Student includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	Student includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counterargument.
<i>Evidence and examples</i>	At least 1 of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the student's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.
<i>Speaker credibility</i>	Student gives a somewhat vague reason for why they are connected to the topic.	Student establishes a clear connection between him/her and the topic, but does not give a reason for why they personally care about the topic.	Student clearly discloses a connection between him/her and the topic, and gives a reason for why they personally care about the topic.

<i>Delivery</i>	Student shows no enthusiasm or attempts to engage the audience.	Student relies heavily on outline and shows little enthusiasm, energy or preparation.	Student is very conversational, visibly excited about the topic, and clearly engages the audience.
Critical Thinking Reasoning	Emerging Attempts to use reasoning as appropriate to the situation	Developing Uses reasoning as appropriate to the situation	Proficient Uses various types of reasoning as appropriate to the situation in a variety of conditions
<i>Making judgments and decisions</i>	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs.	Makes attempts at analysis but is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs.	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs.
	Does not attempt to understand the connection between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Is able to apply the connections between information and arguments in order to support a position
	Looks at information, and rarely is able to draw a conclusion	Looks at information and sometimes is able to draw conclusions	Is able to look at information and successfully draw conclusions and apply to position
Information & Digital Literacy	Emerging	Developing	Proficient
<i>Authority and value of information</i>	Student is not able to use technologies to	Student is able to access some information using	Student is able to access/identify appropriate and multiple

	access/identify information.	technology (i.e. online search engines)	types of information from multiple sources (i.e. library catalogs or databases, online search engines).
<i>Research as inquiry</i>	Student accepts information without question (e.g., quotes sources without evaluation).	Student articulates and/or applies basic evaluation criteria to information and sources. Determines if original information need has been satisfied or if additional information is needed.	Student clearly articulates and evaluates information and sources (e.g., differentiates between and uses primary and secondary sources). Recognizes applicability of information to other areas/ topics.
	Student does not recognize the social and ethical implications of the technological application, does not apply institutional politics (or abide by legal regulation), and/or does not reference the source of information	Student uses information in a way that aligns with institutional policies, and legal regulations. Sources are acknowledged	Student uses information in compliance with institutional policies, and/or legal regulations related to the use of that information. Demonstrates some understanding of how context is important when using sources and references these sources.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution - ENMU-Roswell

Department – Arts and Sciences Education

Course Number, Title, Credits – COMM 1130 – Public Speaking – 3 Credit Hours

Co-requisite Course Number and Title, if any

Is this application for your system (ENMU, NMSU, & UNM)? **NO**

Name and Title of Contact Person – P. Maureen Olguin

Email and Phone Number of Contact Person- maureen.olguin@roswell.enmu.edu 575-624-7262

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications
 Mathematics
 Science
 Social & Behavioral Sciences
 Humanities
 Creative & Fine Arts
 Other

Which essential skills will be addressed?

- Communication
 Critical Thinking
 Information & Digital Literacy
 Quantitative Reasoning
 Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 1130, Public Speaking

List all learning outcomes that are shared between course sections at your institution.

Student Learning Outcomes:

1. Demonstrate effective speech preparation.
2. Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.
3. Analyze a potential audience and tailor a speech to that audience.
4. Evaluate presentations according to specific criteria.

5. Explain common propaganda techniques and logical fallacies, and identify them in the speeches of others.
6. Recognize diversity and ethical considerations in public speaking.

D. Narrative

Explain what students **are going to do to develop the critical skills** (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will demonstrate Genre and Medium Awareness, Application and Versatility through written and verbal exercises (speech evaluations, self-critiques, and audience analysis summary), discussions and evaluating famous speeches. Students will demonstrate Strategies for Understanding and Evaluating Messages, Evaluation and Production Argument in the Persuasive Speech, where students select a topic, and provide evidence and examples to make and defend their position (formal speech). Students will complete a variety of exercises, including introductory, impromptu, informative, visual aid, persuasive, and special occasion speeches. Other areas related to the process of making presentations and speeches include discussions on ethics, listening, audience analysis, research and supporting materials, organization of materials, language and style, as well as presentation aids. Students will select topics, provide evidence and examples to present their topic in a public venue. Along with instructor evaluations, students complete self-evaluations of their own speeches, and evaluate the speeches of their peers.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will evaluate historical speeches from both political as well as popular culture. Students will read, then listen to the speech to differentiate between the written word and the oral components of the speaker to learn how style, charisma, and paralanguage influence the hearer. Students will watch recordings of their own speeches and evaluate their nonverbal and vocal delivery as well as their content for its effectiveness. These recordings will be collected throughout the semester. Students will analyze the skills they have gained by watching their taped speeches from the start of the semester to their final speech and writing a critique detailing progress made and areas where improvement can still be made.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students are given a tour of the library and of all the resources that are available. Students select numerous topics and then get feedback from classmates as to topics that are of interest to the majority of the class (audience

analysis). Based on the feedback, students utilize several databases in the library to acquire three different types of sources for their speech (journal article, book, and educational website). Students evaluate their sources based on criteria set out in class (recency, relevance, and reliability) Students use this strategy for each speech prepared for the class.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan We do not have a link yet; however, we are moving toward a link and will provide it as soon as it is live.

G. Relationship between Institutional Assessment Plan and this Course

This course has been revised recently as a direct result of the work my institution has been doing to create a clear and accurate Institutional Assessment Plan. When the General Education Task force issued the new requirements for integration of specific skills into general education courses, the Arts and Science Education Area began to work to look at what our courses were integrating and assessing and what adjustments needed to be made in the curriculum. Although a definitive plan is not written and available for this certification submission, the plan will be in-line with HED's new common course number and common core transfer requirements

This course meets institutional standards for general education.



11.9.18

Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Complete the following:

Go to <http://www.americanrhetoric.com/top100speechesall.html> you will find this speech below at that site:

29

Ronald Wilson Reagan

"The Evil Empire"

2. **Read** the speech and write a brief summary of your thoughts on the speech.

3. Listen to the speech – Analyze any difference in meaning you hear and write a paragraph detailing what caused you to hear something different. Evaluate the speaker’s nonverbal vocal qualities to include tone, pitch, rate, volume, and intonation.
4. Write a brief essay detailing the differences in meaning you gained from listening to the speech as opposed to just reading it.
5. Create a [key word](#) outline of the speech to include main points, transitions, introduction and conclusion.
6. Research to find the occasion for this speech and the intended audience. Does the speaker tailor their speech to the audience and occasion? If so, how? If not, how might the speaker have accomplished this?

Communication	Emerging	Developing	Proficient
<i>Strategies for Understanding and Evaluating Arguments</i>	The student outlines some or all of the main points to be discussed but does not name the topic or state a position.	The student identifies the topic, outlines some or all main points to be discussed, but doesn't clearly state a position.	Student clearly states topic and outlines the main points to be discussed. The student's position strongly and clearly stated.
<i>Evaluation and Production of Arguments</i>	Student includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	Student includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counterargument.
<i>Evidence and examples</i>	At least 1 of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the student's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.
Critical Thinking	Emerging	Developing	Proficient
<i>Reasoning</i>	Attempts to use reasoning as appropriate to the situation	Uses reasoning as appropriate to the situation	Uses various types of reasoning as appropriate to the situation in a variety of conditions

<i>Making judgments and decisions</i>	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs.	Makes attempts at analysis but is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs.	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs.
	Does not attempt to understand the connection between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Is able to apply the connections between information and arguments in order to support a position
	Looks at information, and rarely is able to draw a conclusion	Looks at information and sometimes is able to draw conclusions	Is able to look at information and successfully draw conclusions and apply to position
Information & Digital Literacy	Emerging	Developing	Proficient
<i>Authority and value of information</i>	Student is not able to use technologies to access/identify information.	Student is able to access some information using technology (i.e. online search engines)	Student is able to access/identify appropriate and multiple types of information from multiple sources (i.e. library catalogs or databases, online search engines).
<i>Research as inquiry</i>	Student accepts information without question (e.g., quotes sources without evaluation).	Student articulates and/or applies basic evaluation criteria to information and sources. Determines if original information	Student clearly articulates and evaluates information and sources (e.g., differentiates between and uses primary and

		<p>need has been satisfied or if additional information is needed.</p>	<p>secondary sources). Recognizes applicability of information to other areas/ topics.</p>
<p>Student does not recognize the social and ethical implications of the technological application, does not apply institutional politics (or abide by legal regulation), and/or does not reference the source of information</p>		<p>Student uses information in a way that aligns with institutional policies, and legal regulations. Sources are acknowledged</p>	<p>Student uses information in compliance with institutional policies, and/or legal regulations related to the use of that information. Demonstrates some understanding of how context is important when using sources and references these sources.</p>

NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Luna Community College
Department	Humanities
Course Number, Title, Credits	SPCH 111: Public Speaking (3 credits)
Co-requisite Course Number and Title, if any	No
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Dr. Anita Roybal, Humanities Dept. Director
Email and Phone Number of Contact Person	Aroybal@luna.edu (800-588-7232)

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for Public Speaking 100

COMM1130. Public Speaking 100

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes: 1. Demonstrate effective speech preparation. 2. Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids. 3. Analyze a potential audience and tailor a speech to that audience. 4. Evaluate presentations according to specific criteria. 5.

Explain common propaganda techniques and logical fallacies, and identify them in the speeches of others. 6. Recognize diversity and ethical considerations in public speaking.

Institution-specific Student Learning Outcomes. Students will: plan, arrange, and distinguish speeches for different purposes, including speeches that entertain, inform and persuade develop support, including researched authorities, for their speeches. Craft verbal and nonverbal messages to suit particular audiences and purposes. Deliver timed speeches before audiences and respond to audience questions. Evaluate their own and others' speaking, identifying aspects of audience preparation, arrangement, critical thinking, and delivery.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

As for communication skills, the Informative Speech will teach the student to know their audience and to understand their values, beliefs, and attitudes. The student will learn the linear and transactional models of communication to help them understand the value of adding a richness to their message. The Informative Speech will help them overcome the fear of the audience and help them build confidence. They will demonstrate how to position themselves on stage and to have a strong body language. The student will also demonstrate they understand the successful elements of an informative speech. They will learn to how prepare for an Informative presentation and how to structure its content. They will learn how to use transition words, of how to have excellent audience engagement and that their communication skills in an Informative speech demonstrates to the audience that they are instantly perceived as a leader. It's up to the speaker to show the audience that they demonstrate those skills.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will learn to develop their critical thinking skills by demonstrating their knowledge in an Informative Speech. The student will be taught to recognize a topic that they wish to teach their student audience. They will also demonstrate how to gather relevant information for their Informative Speech. They will use language clearly and efficiently. Their Informative speech is designed to show the instructor that the student understands how to create an introduction, thesis statement, preview points, transitions and main points. They will also demonstrate their ability to make sound conclusions based on their data. Conversely, the student audience of an Informative speech will learn to become an effective listener by interpreting the message in the best way that promotes critical thinking and, ultimately, successful communication.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Through discussion, reading, and the creation of an Informative Speech, the student will be taught to assess the value of digital literacy for public speaking students to understand its validity of navigating through the digital world. The Informative Speech helps them to develop their critical thinking skills by questioning the authenticity and validity and usefulness of digital information. The student also benefits by being taught that communication and collaborating with others has an application in the digital world. The public speaking student also will learn that by analyzing and gathering information for their speeches, they will be able to evaluate the strengths and weaknesses of the information found on the Internet. Moreover, as students gather research for their Informative Speech they will understand an important role the library plays in building the student’s digital literacy skills. School library collections, staff, services, and spaces all help develop these skills for the public speaking student.


E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11-7-18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Directions for Speech 2: Informative Speech

A Speech of 5 to 6 minutes long (4:30 minimum/6:30 maximum) that teaches the audience about some object, process, concept, or event.

Use of a visual aid is required. Students should turn in a complete preparation outline, but the speech itself should be delivered extemporaneously from a set of only one notecard, also referred to as your speaking outline.

The speaker will use a visual aid. Requiring a speech with visual aids gives students experience in a kind of speaking that is common in business and professional situations.

I urge you to be creative in selecting your visual aids and conscientious in following the guidelines for using them presented in Chapter 14, and pay attention to the section on speeches about the processes of Informative Speaking in Chapter 15.

All informative speeches have an identifiable introduction, body, and conclusion ***with five verbal and MLA citations***. *The MLA citations will be in your preparation outline.*

A sample outline can be found on the class Website. The verbal presentation is worth 25 points. The preparation outline and notecard are worth 25 points. The preparation outline will be 4 to 7 pages long.

This is what I will be looking for your in your speech:

- Does your speech have a definite introduction, an identifiable body, and a clearly marked and appropriate conclusion?
- Within the body of the speech, did you select and employ a standard organizational pattern (chronological, spatial, topical, causal)? For this speech use, chronological or topical.
- Did you use a variety of supporting material (examples, definitions, statistics, anecdotes, testimony, quotations, comparisons and contrasts) in developing your main points?
- Did your audience really learn something new from your speech?
- Did your stage presence while delivering your speech suggest that you had rehearsed it a number of times before coming to class? Remember that you are to speak extemporaneously, not from a transcript.
- Did you establish eye contact? Did you not keep your head buried in your notes? Where you dressed appropriately? No wearing of caps during the speech.

Informative Speech Rubric Outline

3—Excellent 2—Average 1—Fair

1. Name, date, class, and student number on the right hand corner of outline?
2. Is there a creative title?
3. Outline properly formatted according to instructor's directions?
4. Are sources cited in MLA style where the MLA sources are placed at the end of a sentence?
5. Are there noticeable transitions in the body of the outline?
6. Is the works cited page in MLA style?
7. Are the sources alphabetized in the works cited page?
8. Does the outline contain at least 4 pages?

Informative Speech: Instructor Speech Evaluation Form (Verbal)

Speaker _____

Topic _____

5-Excellent 4-Good 3-Average 2-Fair 1-Poor

INTRODUCTION

- Attention grabber
- Did you mention central idea?
- Established credibility
- Previewed body of speech

BODY

- Were connectives and transitions used appropriately?
- Were your main points noticeable?
- Did you appropriately introduce your sources?
- Was organizational pattern noticeable?

CONCLUSION

- Was a noticeable transition used to signal the conclusion?
- Did you restate your central idea?
- Did you have a vivid ending?

DELIVERY

- Maintained strong eye contact?
- Presented visual aids well?
- Departed from lectern without rushing?
- Voice (volume, rate)

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Arts, Sciences, and Learning Support
Course Number, Title, Credits	COMM 1130, Public Speaking, 3 Credits
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	NA
Name and Title of Contact Person	Richard Miller, Professor of Academic Success
Email and Phone Number of Contact Person	rmiller@nmjc.edu, 575-492-2626

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 1130

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Demonstrate effective speech preparation. 2. Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids. 3. Analyze a potential audience and tailor a speech to that

audience.4. Evaluate presentations according to specific criteria.5. Explain common propaganda techniques and logical fallacies, and identify them in the speeches of others.6. Recognize diversity and ethical considerations in public speaking.

Institution-specific Student Learning Outcomes

After completing the course, the successful student should be able to, prepare a distinct outline for the informative and persuasive speech formats; conduct detailed research in support of public speaking; participate appropriately in discourse when opposite points-of-view are expressed; analyze and critically evaluate speeches made by others; argue for and against diverse issues or advocate for or against a subject/topic; recognize and practice the elements of critical thinking through public speaking preparation and delivery; analyze an audience in preparation for a public speech; and continue to develop the ability to deliver more advanced speeches/speak with greater confidence with others in public forums and social settings.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Employers note that communications skills rank highest when evaluating potential employees at the personal level. The number one communication skill identified is the ability to inform. The first assignment for Public Speaking students is the Informative Speech. Prior to performing this graded speech, students engage in practice speeches in the form of presenting topics from relative textbook chapters. This activity gives the student experience in giving information to an audience in verbal form. Before the student can choose a topic for their informative speech they must engage in an audience evaluation to determine the relevance of their speech. During the delivery of the student's speech, all members of the class are evaluating the areas of organization and presentation skills. After the instructor's verbal critique, class members are also required to give mention as to the strengths and/or weaknesses of the student's speech. Upon completion of all speeches, all students are provided with a written grade and comments from the professor as well a compilation of all student evaluations. The student uses this information to identify their areas of strength that need to be maintained and areas of weakness that need to be addressed and improved upon for the future speeches.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Often the simple presentation of factual information is not sufficient to move an audience to action. To achieve this, the Persuasive Speech must be utilized using critical thinking skills. When choosing a topic for the persuasive the speech the student must be able to prove that a problem exists by gathering and presenting evidence to the audience. This evidence must be supported by showing that it is logical and reliable. Once this has been established then the attempt to move the audience to action comes into play. A clear plan is presented to the audience to indicate how the problem can be solved. Every attempt is made to show the satisfaction that can be gained to an audience member as an individual and society in general if this plan is implemented. It concludes with a final exhortation to motivate the audience towards reaching a solution to the problem.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Information and digital literacy are the items that separate the worlds of facts and opinions. During the Public Policy Debate, students must put these items into practice. An intensive overview is conducted by the class to identify the multitude of sources available from library services and online. Discussion is held to distinguish the validity between amateur and professional sources. A debate topic is chosen by the class based not solely on personal interest but primarily on the value of debating the issue. Normally a student's research will focus on information supporting an issue or on information that opposes the issue. This not the case with a debate. Students will not know if they are debating for or against the resolutions until minutes before the debate begins. Therefore, students must be prepared to debate either side of the resolution. Exhaustive research on both sides of the issue provide the students with a complete understanding of the issue. Students not participating in the debate will act as judges. They are instructed not to vote in favor or against the resolution, but rather on which debate team did the better debating.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

https://www.nmjc.edu/about/institutional_effectiveness/documents/assessment/Assessment%20of%20Student%20Learning%20-%20Fall%202014.pdf

This course meets institutional standards for general education.



Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

SPEECH ASSIGNMENT #1

TYPE OF SPEECH: Informative (How to.... or personal interest)

TIME LIMIT: 3-5 minutes (not less than three, not more than five)

TOPIC: Open (student's choice)

PRESENTATIONS WILL BE: **Sept. 4, 6, 11, & 13, 2018**

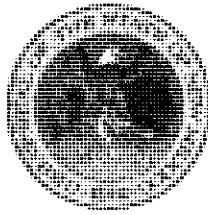
PROCEDURES AND REQUIREMENTS:

1. Either show the audience how to do something with which you have close familiarity, or provide them with information on a subject where you have personal experience and interest. Tell us something we don't know or tell us in a new way something we do know. The speech should have sufficient depth to be worthwhile for this college level audience.
2. All students must be prepared to speak on the day the assignment is due (including all props and/or visual aids). Students who are not prepared to speak will receive a failing grade.
3. Notes may be used. As this is the first speech of the semester, all effort will be made to allow the speaker a "comfort zone". Normally, an effective speech is not memorized or read. However, for this first speech the speaker has the option of presenting in memorized or a read format. Please understand future speeches will not have this option. It might be a good idea to start practicing extemporaneous speaking now. An extemporaneous speech is thoroughly prepared and thoroughly rehearsed, but the wording should change every time.
4. The primary purpose of this speech is to provide information on a given subject.

GRADING: This speech will count as 25% of your grade in the speech component of your overall grade.

SPEECH EVALUATION SHEET			
STUDENTS NAME		TYPE OF SPEECH	
Evidence of Content Preparation		GRADING SCALE	
		5 POINTS-EXCELLENT	
Purpose of Goal Clear		4 POINTS-GOOD	
		3 POINTS-AVERAGE	
Introduction		2 POINTS-BELOW AVERAGE	
		1 POINT-POOR	
Main Points (clear, logical order)		GRADING	
Conclusion		100-90=A	
		89-80=B	
Subject Limited Effectively		79-70=C	
		69-60=D	
Supporting Evidence		59-0=F	
Speaker Expertise		TIME: minutes	
		Start:	
Sincerity, Honesty, and Conviction		Stop:	
Audience Relevance			
Evidence of Delivery Preparation			
Meeting Speech Requirements (Time)			
Wording Clear and Understandable			
Language Vivid, Emphatic, Memorable			
Articulation, Pronunciation, and Grammar			
Vocal Variety and Volume			
Poise Posture and Attire			
Eye Contact			
Enthusiasm and Energy			
Spontaneous Sounding Delivery			
0	TOTAL POINTS	A	LETTER GRADE

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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Military Institute
Department	Communications
Course Number, Title, Credits	COMM 1113, Public Speaking, 3.0
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jeff Boyd, Professor and Chair
Email and Phone Number of Contact Person	boyd@nmmi.edu 575-624-8043

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes – NM State Higher Ed

This course follows the CCNS SLOs for COMM 1113 Public Speaking 100 Level

<http://www.hed.state.nm.us/uploads/files/Policy%20and%20Programs/Articulation%20and%20Transfer%20Reform/Common%20Course%20Numbering%20Docs/Communication%20Common%20Course%20Numbering.pdf>

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Demonstrate effective speech preparation.
2. Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.
3. Analyze a potential audience and tailor a speech to that audience.

4. Evaluate presentations according to specific criteria.
5. Explain common propaganda techniques and logical fallacies, and identify them in the speeches of others.
6. Recognize diversity and ethical considerations in public speaking.

Institution-specific Student Learning Outcomes

ETHICS, LEADERSHIP, and CRITICAL THINKING - As with all classes that incorporate focused readings, discussions and composition, opportunities regarding ethics, leadership, and critical thinking and their application to the student experience will be abundant throughout. Short range objectives: Various elements of public speaking will be studied through assigned reading, chapter review homework, class discussions and lectures, and examination. These elements will then be put to practical use in the form of written and oral presentation in the classroom setting. Long range objectives: Some of these same elements of public speaking acquired in the classroom will be used to enhance writing and speaking requirements for the remainder of one's academic and professional career and various speaking opportunities one may encounter in life.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In COMM 1113, College Public Speaking, students will communicate clearly by being able to differentiate types of speeches, choosing appropriate topics, researching their topics, strategically organizing ideas, citing sources properly, attributing sources, and presenting the information in a clear, concise manner. Students will also communicate their ideas in assignments demonstrating informative speaking versus persuasive speaking and be able to differentiate between the persuasive speech types of fact, value and policy. Additionally, students will create oral and visual presentations that clearly present and defend a researched argument with supporting material in the form of facts, statistics, and expert testimony. Students are asked to research, write, and present several speeches over the course of the semester to be given a chance to demonstrate outcomes and make improvement to show growth. A sample grading rubric is attached as well as a sample course assessment. While some students may have had a similar course in high school or may have been a member of debate, COMM 1113 continues to hone and refine these universal skills necessary for success, whether it be in other classes or in the business world. With some students the biggest obstacle to overcome is fear of getting up in front of an audience. Ways to address and decrease anxiety is covered early in the semester.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In COMM 1113, the overall goal of the course is for students to be able strategically organize ideas to achieve a particular result with a particular audience—all with the goal of critical thinking in mind. Students must be able to analyze evidence to ensure that it is from objective, unbiased and credible sources. Listening is also a crucial part of the critical thinking element as the listener is taught to listen for the credibility of evidence and to also listen that a speaker is using evidence and reasoning. Listeners are evaluating the speaker for what Aristotle called ethos, logos, and pathos. A sample assessment quiz is attached where the students must match ten fallacious statement with ten logical fallacies that we cover in class.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

As COMM1113 is fairly research intensive, it is imperative that students are familiar with how to cite sources properly which is why it is recommended (although not required) that ENGL 1113 be a co-requisite or pre-requisite. An early assessment involves having the students attempt to cite the textbook in proper MLA style (which is what NMMI uses) as it would appear in a bibliography. The students are then asked to name some helpful tools that are commonly used that would ensure that they are citing sources correctly. The most common responses are easybib.com, Perdue Owl, the MLA handbook, etc. After introducing the students to the citing tools, they are again asked to cite the textbook the correct way. Other elements are reinforced such as hanging indents, and in-text citations. The elements of credibility, reliability, recency, authority, and purpose are also emphasized. A sample assessment is attached.

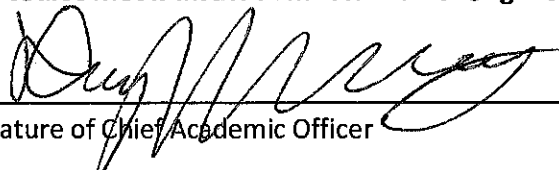
E. Supporting Documents (required).

Sample Course Rubric Attached Sample Assessment Attached

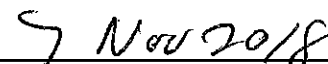
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

New Mexico General Education Curriculum Course Certification Instructions

The goal of the new model of General Education is to create an intentional curriculum that develops the essential skills that college graduates need to be successful. The New Mexico Curriculum & Articulation Committee will evaluate each certification form to understand how the course introduces, reinforces, and assesses the three essential skills associated with its content area.

A. Institution and Course Information

Fill in the table provided with institutional and course information. Include the name, title, and contact information for a faculty member who will be available to respond to questions about the course and provide supplemental material.

B. Content Area and Essential Skills

The defining characteristic of a New Mexico general education course is its focus on essential skills. Three essential skills are associated with each of six content areas, as shown in the table below. Faculty teaching courses within any given content area must work to instill the three related essential skills in their students while also addressing content and skills associated with the particular course.

Each of the essential skills listed in the table below is linked to a general education essential skills rubric on the New Mexico Higher Education Department Website.

ALIGNMENT OF ESSENTIAL SKILLS TO CONTENT AREAS WITHIN THE NEW MEXICO GENERAL EDUCATION CURRICULUM	
General Education Content Area	Skills associated with the content area
Communications	<u>Communication</u> <u>Critical Thinking</u> <u>Information & Digital Literacy</u>
Mathematics	<u>Communication</u> <u>Critical Thinking</u> <u>Quantitative Reasoning</u>
Science	<u>Critical Thinking</u> <u>Personal & Social Responsibility</u> <u>Quantitative Reasoning</u>
Social & Behavioral Sciences	<u>Communication</u> <u>Critical Thinking</u> <u>Personal & Social Responsibility</u>
Humanities	<u>Critical Thinking</u> <u>Information & Digital Literacy</u> <u>Personal & Social Responsibility</u>
Creative and Fine Arts	<u>Communication</u> <u>Critical Thinking</u> <u>Personal & Social Responsibility</u>

On the certification form, check the box of the content area to which the course will be added. Then check the boxes next to the three essential skills associated with that content area.

***Note:** If proposing a course that does not fall within a single General Education content area (as part of your institution's flexible nine), including interdisciplinary courses, select any three of the five essential skills from the table above for association with course learning outcomes.*

C. Learning Outcomes

List all learning outcomes for the course. In the first box, list the approved common student learning outcomes. In the second box, list the student learning outcomes that are common to all sections offered at the institution regardless of instructor.

***Note:** Shared learning outcomes should be provided to all course instructors for inclusion in their course syllabi.*

D. Narrative

In the boxes provided, write a short (less than 300 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Please refer to the general education essential skills rubric on the HED Website when completing the narrative portion of the form to get an idea of the language used by the committee to discuss the essential skills. The narrative should be written with a general audience in mind and avoid discipline specific jargon as much as possible.

E. Supporting Documents

Attach a sample assessment and rubric. The assessment and rubric should illustrate how at least one of the essential skills is assessed within the context of the course.

F. Assessment Link

Provide a link to a description of your institutional plan for assessment of general education learning outcomes (the link must be on file with HED by August 1, 2019).

Speech Rubric for Public Speaking COMM1113

Student _____ Date _____ Speech _____

	4	3	2	1	0	Score
Speech Delivery (structure, organization, support material, vocal variety)						
1. Thoroughly rehearsed and prepared						
2. Eye contact – Engaging audience, not reading or addressing visual aid						
3. Clarity – Clear specific purpose and central idea						
4. Complete introduction – attention getting, credibility established, main points previewed						
5. Main points – thoroughly covered and clearly organized, good connectives						
6. Conclusion – main points summarized, central idea emphasized, strong finish						
7. Vocal variety – Good volume, inflection, rate, pronunciation, articulation, minimal vocalized pauses						
8. Evidence – supporting materials, attribution - accurate relevant, objective						
9. Visual aid – proper use, not distracting or too much text, no typos, easy to see and understand						
10. Time limit – not too short or too long						
11. Constituted a genuine contribution by the speaker to the knowledge or beliefs of the audience						
12. Sustained positive interest, feeling, and/or commitment among the audience						
13. Delivered in a fluent, polished manner that strengthens the impact of the speaker’s message						/4
Written Speech Proper format (preparation outline)						
14. Challenging topic that conformed to the proper speech assigned (informative, persuasive, etc.)						
15. Turned in on time and submitted to CANVAS in MS Word						
16. Introduction, body, conclusion, bibliography labeled. Specific purpose and central idea included						
17. Sufficient original content, main points thoroughly covered						
18. Content of speech –all sentences complete with proper outline numeration and indentation						
19. Correct number of sources cited in MLA format with in-text, parenthetical citations						/4
Professionalism						
20. Use of language – lack of colloquialisms, proper tone						
21. Demeanor – composure, seriousness, enthusiasm, body movement, gestures						
22. Appearance – uniform properly worn, shoes shined, posture						/2
Comments						/10

Speech Rubric for Public Speaking COMM1113

Student _____ Date _____ Speech _____

	4	3	2	1	0	Score
Speech Delivery (structure, organization, support material, vocal variety)						
1. Thoroughly rehearsed and prepared						
2. Eye contact – Engaging audience, not reading or addressing visual aid						
3. Clarity – Clear specific purpose and central idea						
4. Complete introduction – attention getting, credibility established, main points previewed						
5. Main points – thoroughly covered and clearly organized, good connectives						
6. Conclusion – main points summarized, central idea emphasized, strong finish						
7. Vocal variety – Good volume, inflection, rate, pronunciation, articulation, minimal vocalized pauses						
8. Evidence – supporting materials, attribution - accurate relevant, objective						
9. Visual aid – proper use, not distracting or too much text, no typos, easy to see and understand						
10. Time limit – not too short or too long						
11. Constituted a genuine contribution by the speaker to the knowledge or beliefs of the audience						
12. Sustained positive interest, feeling, and/or commitment among the audience						
13. Delivered in a fluent, polished manner that strengthens the impact of the speaker’s message						/4
Written Speech Proper format (preparation outline)						
14. Challenging topic that conformed to the proper speech assigned (informative, persuasive, etc.)						
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16. Introduction, body, conclusion, bibliography labeled. Specific purpose and central idea included						
17. Sufficient original content, main points thoroughly covered						
18. Content of speech –all sentences complete with proper outline numeration and indentation						
19. Correct number of sources cited in MLA format with in-text, parenthetical citations						/4
Professionalism						
20. Use of language – lack of colloquialisms, proper tone						
21. Demeanor – composure, seriousness, enthusiasm, body movement, gestures						
22. Appearance – uniform properly worn, shoes shined, posture						/2
Comments						/10

Fallacies Quiz

Identify the fallacy in each of the following statements and, in each case, explain why the statement is fallacious.

1. I don't see any reason to wear a helmet when I ride a bike. Everyone bikes without a helmet.
a. Red Herring b. Appeal to Tradition c. Hasty Generalization d. Band Wagon e. Invalid Analogy

2. It's ridiculous to worry about protecting America's national parks against pollution and overuse when innocent people are being killed by terrorists.
a. Red Herring b. Appeal to Tradition c. Ad Hominem d. Band Wagon e. Slippery Slope

3. There can be no doubt that the Great Depression was caused by Herbert Hoover. He became President in March 1929, and the stock market crashed just seven months later.
a. Red Herring b. Either/Or c. Hasty Generalization d. False Cause e. Slippery Slope

4. If we allow the school board to spend money remodeling the gymnasium, next they will want to build a new school and give all the teachers a huge raise. Taxes will soar so high that businesses will leave and then there will be no jobs for anyone in this town.
a. Red Herring b. Appeal to Tradition c. Hasty Generalization d. Band Wagon e. Slippery Slope

5. I don't see any reason to abolish the Electoral College. It has been around since the adoption of the U.S. Constitution in 1787, and we should keep it as long as the United States continues to exist.
a. Red Herring b. Appeal to Tradition c. Hasty Generalization d. Band Wagon e. Slippery Slope

6. Raising a child is just like having a pet—you need to feed it, play with it, and everything will be fine.
a. Ad Hominem b. Appeal to Tradition c. Hasty Generalization d. Band Wagon e. Invalid Analogy

7. I can't support Representative Frey's proposal for campaign finance reform. After all, he was kicked out of law school for cheating on an exam.

a. Ad Hominem b. Appeal to Novelty c. Hasty Generalization d. False Cause e. Invalid Analogy

8. One nonsmoker, interviewed at a restaurant, said, "I can eat dinner just fine even though people around me are smoking." Another, responding to a *Los Angeles Times* survey, said, "I don't see what all the fuss is about. My wife has smoked for years and it has never bothered me." We can see, then, that secondhand smoke does not cause a problem for most nonsmokers.

a. Ad Hominem b. Appeal to Novelty c. Hasty Generalization d. False Cause e. Invalid Analogy

9. Our church should adopt the 2011 New International Version of the Bible because it is 400 years newer than the King James Version.

a. Ad Hominem b. Appeal to Novelty c. Hasty Generalization d. False Cause e. Invalid Analogy

10. Our school must either increase tuition or cut back on library services for students.

a. Red Herring b. Either/Or c. Hasty Generalization d. False Cause e. Slippery Slope

2017 SPRING

Course: COMM 1113 Public Speaking (Area 1)

Assessment Method:

After covering the chapter on Methods of Persuasion, I gave the students a quiz asking the students to match one of the ten logical fallacies we covered to the statement that exhibits that particular fallacy.

Observations:

65% percent scored good or excellent (3 or 4) while 35% scored fair or poor.

Conclusions:

I will continue to test the students on logical fallacies to tie in to the Tier One outcome of critical thinking.

2017 SPRING

Course: COMM 1113 Public Speaking (Area 1)

Assessment Method:

To measure ability to cite sources in MLA style, I had the students attempt to cite the textbook as a source as they would in a bibliography with varying results. After introducing them to Easybib.com, I had them cite it again.

Observations:

All were able to cite the textbook correctly in MLA style.

Conclusions:

I will continue to introduce the students to Easybib.com to ensure that they can cite sources correctly.

2017 SPRING

Course: COMM 1053 Journalism

Assessment Method:

The students wrote a series of feature stories throughout the semester. I compared the first story they wrote with the last story they wrote to measure growth in their writing abilities.

Observations:

All students were able to show growth in their writing abilities.

Conclusions:

I will continue to compare stories to show growth the writing abilities of the students.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Northern New Mexico College
Department	Language and Letters
Course Number, Title, Credits	SPCH 130 Public Speaking 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	NO
Name and Title of Contact Person	Lori Franklin
Email and Phone Number of Contact Person	lorig@nmmc.edu ; 505-747-2215

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 1130

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Demonstrate effective speech preparation.
2. Demonstrate effective speech delivery through use of language, nonverbal elements and the creation of presentation aids.
3. Analyze a potential audience and tailor a speech to that audience.
4. Evaluate presentations according to specific criteria.
5. Explain common propaganda techniques and logical fallacies, and identify them in the speeches of others.
6. Recognize diversity and ethical considerations in public speaking.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In Speech 130 students prepare different types of speeches (informative and persuasive) and utilize different delivery techniques (prepared, extemporaneous, and impromptu). Students are evaluated on their ability to successfully address the rhetorical situations (audience, purpose, and context) of each speech assignment. For all speeches, they are required to analyze their audience, focus their topics appropriately, develop strong thesis statements to create clear and meaningful messages. Their final speech is a persuasive speech, where they must construct an argument and support their points with evidence from research. In this speech, they find and present evidence from supporting documents and must ethically and appropriately use MLA citations for their sources.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In Speech 130 students are required to develop well-reasoned arguments in the persuasive speech. In these speeches, they must identify and gather the necessary information to defend their arguments. They are evaluated on their ability to present convincing evidence and to explain how that evidence supports the claims they are making in their speeches. In the persuasive speech, students are also required to consider the opposing arguments and reason logically and fairly to refute those arguments. During the course, we discuss logical fallacies and counter arguments, and they are tested on their ability to demonstrate understanding of these concepts.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In Speech 130 students are required to research topics for informative and persuasive speeches. From this research inquiry, they develop insight into topics and reach reasonable answers and solutions to emerging questions. As they conduct this research, they must evaluate their sources, the validity of the evidence, and consider all sides of an argument. During the course, they are also required to design at least one PowerPoint presentation and integrate this into the delivery of their speech. Throughout the semester, students must use information from sources in ethical ways. They acknowledge their sources during the speeches and learn to ethically and acceptably paraphrase, summarize, and quote from these sources.

E. Supporting Documents

Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan:

<https://nmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

10/29/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment – NNMC Speech 130

Speech 130

Persuasive Speech

For this speech, you will be persuading the audience to do something that you feel is important. For example, you could try to convince your audience to neuter their pets, eat less fast food, become involved in their child's school, etc. Your speech must express a clear thesis statement, supporting reasons, and evidence. You must present facts and ideas from resources to develop your argument in reasonable and ethical ways. You must use three sources. Evaluate your sources carefully using the guidelines we have discussed. You will hand in an outline and a Works Cited list on the day of your speech. If you like, you may also provide your audience members with a handout that supports your topic.

Open your speech in an interesting way that reveals the significance of your topic. Provide some brief background information on the issue and then state your position clearly in a thesis statement. This thesis will state directly what you believe the audience should do.

The body of your speech should focus on specific reasons why one should do what you suggest. These reasons must be carefully explained and supported by statistics, facts, examples, and expert opinions from your research. As you are selecting information from your sources, evaluate the validity and appropriateness of this information. During your speech, make sure you verbally acknowledge your sources and make it clear when you are quoting directly. Also, in the body of the speech you will need to refute the arguments of the opposing side.

Close your speech with another appeal for audience members to do what you have suggested. Strive for a strong closing that leaves the audience with a sense of why this issue is so crucial.

After your speech is completed, you will be answering questions from the audience. Make sure you are prepared for this and that you answer succinctly, clearly, and directly.

Somewhere in your speech, you are required to use parallel structure and repetition to emphasize your ideas. Please type these sentences or phrases in **bold** on your outline.

Sample Rubric – NMMC Speech 130

Grading Rubric – Persuasive Speech

	Excellent - 3	Adequate - 2	Unsatisfactory-1
Organization/Critical Thought	Speech is clearly focused on persuading the audience to do something important. The speech progresses logically through clear supporting reasons, using transitions effectively. Student constructs a sound argument reflective of critical thought.	Speech does focus on the thesis statement but may not be as logically organized. Some transitions may be awkward or unclear. Student's argument is logical but lacks depth in critical thought.	Speech lacks focus and may not always be unified or may not follow a logical order. Transitions are not used effectively. Argument is weak and lacks critical thought.
Development/Information Competency and Research	Speech contains many interesting, specific, and pertinent details that help to support the thesis and develop the supporting reasons. Speaker uses quotes and facts from research skillfully and cites sources in appropriate MLA format.	Speech contains effective detail but one or two sections are vague or not very carefully explained. Speaker uses some information from research and cites correctly.	Speech is too short and often lacks sufficient detail to support the thesis or to capture the audience's attention. Student does not integrate sufficient information from resources and/or does not document correctly.
Delivery/Effective Oral Communication	Student's voice is clear with an effective volume, rate, and expression. Student remains calm, maintains eye contact and uses facial expressions and gestures effectively. Student articulates and explains ideas clearly with an understanding of the rhetorical situation. Student uses repetition and parallel structure effectively.	Student's voice is clear with an appropriate volume and rate. Student may use expression less effectively and may show some signs of nervousness or inconsistent eye contact. Student incorporates repetition and parallel structure in the speech.	Student's voice lacks clarity at times, may not use appropriate volume or rate. Student's nervousness becomes distracting and student does not use expression or gestures effectively. Student does not incorporate repetition and parallel structure.
Audience Analysis/Respect for Diverse Perspectives	Student has clearly analyzed the audience and selected a topic that interests and connects with them. Student has considered opposing arguments and respectfully but firmly refuted those arguments. Student exhibits respect towards audience diversity and answers questions with a tolerance for different perspectives.	Student has clearly considered the audience but may have not established a strong connection to them. Student addresses the other side but does not demonstrate clear understanding of their arguments or sensitivity to diverse perspectives.	Student does not demonstrate understanding of the needs and interest of their audience and does not respectfully or convincingly address the arguments of the other side. Student lacks an awareness of diverse cultural perspectives.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	HUM
Course Number, Title, Credits	COMM 1130, Public Speaking, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Benjamin Cline
Email and Phone Number of Contact Person	Clineb@wnmu.edu

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 1130

List all learning outcomes that are shared between course sections at your institution.

Course Objectives:

- A. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
- B. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.

- C. Use effective rhetorical strategies to persuade, inform, and engage.
- D. Employ speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
- E. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
- F. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inference.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

The students will engage in the construction of three oral presentations: an epideictic speech labeled “show and tell”; a deliberative speech labeled the “policy speech”; and a forensic speech labeled “The Pecha Kucha.” Some sections may have additional speeches. In these speeches the students are evaluated on their ability to use classical arrangement for organization, contemporary academic database searches for research, demographic analysis of audience, as well as logical, emotional, and ethical proofs.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students are taught to use syllogistic deductive reasoning to move from argument to thesis and to provide support from a variety of sources which they are taught to properly evaluate for likely correctness. They are evaluated on their ability to do this in oral presentation.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

N/A

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students are taught to place information into three categories, “okay sources” which are generally not the best, but given a dearth of better sources might be okay and are certainly fine for a source of fun, pithy quotes, but may not be reliable. “Good sources” which are checked by “the test of time,” editorial boards, etc. These include legitimate

news sources and religious texts. In general these should not be dismissed out of hand but sometimes reflect a bias situational or personal. Finally, we have “excellent sources” which are sources that pass peer-review. We show the students how to access library resources to get peer reviewed materials, how the peer-review process works, and why it is generally reliable.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution’s General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer,

Date

William J. Crocker, VPAA

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Pecha Kucha

Pecha Kucha				
Criteria	Ratings			Pts
High Quality Sources	5.0 pts Full Marks	3.0 pts Some sources not excellent	0.0 pts No Marks	5.0 pts
Logical Appeal	5.0 pts Full Marks	3.0 pts Can follow, but no syllogism	0.0 pts No Marks	5.0 pts
Emotional Appeal	5.0 pts Full Marks	3.0 pts Emotion	0.0 pts No Marks	5.0 pts
Character Appeal	5.0 pts Full Marks	3.0 pts Did nothing to REDUCE credibility	0.0 pts No Marks	5.0 pts
Grammar	5.0 pts Full Marks	3.0 pts Insignificant grammar errors	0.0 pts No Marks	5.0 pts
Creative Word Choice	5.0 pts Full Marks	3.0 pts Nothing stylistically BAD	0.0 pts No Marks	5.0 pts
Oral Citation	5.0 pts Full Marks	0.0 pts No Marks		5.0 pts
Exordium (Get the audience's attention while building credibility)	5.0 pts Full Marks	3.0 pts Left out one or more parts	0.0 pts No Marks	5.0 pts
Narratio (Tell a story to make the audience interested and set emotional tone)	5.0 pts Full Marks	3.0 pts not related to topic	0.0 pts No Marks	5.0 pts

Pecha Kucha

Criteria	Ratings				Pts
Partitio (Preview main points)	5.0 pts Full Marks	3.0 pts Preview does not tie to thessis	0.0 pts No Marks	5.0 pts	
Confirmatio (a logical main body)	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts		
Refutatio (rebuttal of imagined counter arguments)	5.0 pts Full Marks	3.0 pts Recognizes other side but does not seem to understand them.	0.0 pts No Marks	5.0 pts	
Peroratio (Emotion laden conclusion and review).	5.0 pts Full Marks	3.0 pts Conclusion not emotional	0.0 pts No Marks	5.0 pts	
Extemporaneous	5.0 pts Extemp	3.0 pts Memorized	2.0 pts Manuscript	0.0 pts No Marks	5.0 pts
Memorable	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts		
Pitch	4.0 pts Full Marks	2.0 pts Not monotone, but uninteresting	0.0 pts No Marks	4.0 pts	
Patter	4.0 pts Full Marks	2.0 pts Odd pauses or fillers	0.0 pts No Marks	4.0 pts	
Projection	4.0 pts Full Marks	2.0 pts Could sometimes not hear or too loud	0.0 pts No Marks	4.0 pts	

Pecha Kucha

Criteria	Ratings				Pts
Gestures	4.0 pts Full Marks	3.0 pts Gestures were too staged	2.0 pts Gestured, but held notes.	0.0 pts No Marks	4.0 pts
Body movement (including eye contact)	4.0 pts Full Marks	2.0 pts Student stood still or did not look at every audience member		0.0 pts No Marks	4.0 pts
Professional Dress	5.0 pts Full Marks		3.0 pts Sort of	0.0 pts No Marks	5.0 pts
Reacted to audience nonverbal cues	5.0 pts Full Marks	3.0 pts Seemed focused on audience, but made no changes based on their nonverbal feedback		0.0 pts No Marks	5.0 pts
Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.	5.0 pts Exceeds Expectations		3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
Express a primary purpose in a compelling statement and order supporting points logically and convincingly.	5.0 pts Exceeds Expectations		3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
Use effective rhetorical strategies to persuade, inform, and engage.	5.0 pts Exceeds Expectations		3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
Employ speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct	5.0 pts Exceeds Expectations		3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts

Pecha Kucha

Criteria	Ratings			Pts
diction, syntax, grammar, and mechanics.				
Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inference.	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
Taught us something.	15.0 pts Full Marks		0.0 pts No Marks	15.0 pts
Total Points: 150.0				

COMM 110: Public Speaking

CRN: #####

Instructor's Name: Benjamin J. Cline

Office: 206 Bowden Hall

Office Hours: 10:00-11:00 MW or by appointment

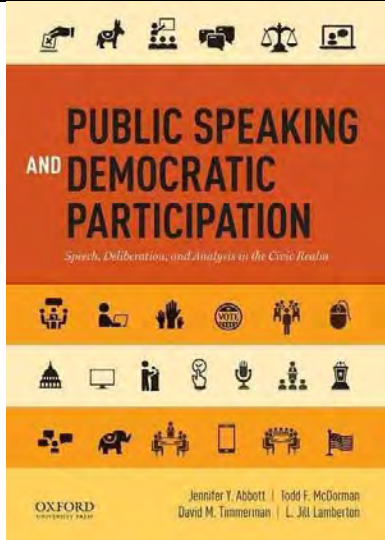
Personal Phone: (775)557-5131 (Call or text any time!!!)

Office Phone:(575) 538-6536


Email: clineb@wnmu.edu

Required Items

Required Text:

	<p>Title: <i>Public Speaking and Democratic Participation: Speech, Deliberation, and Analysis in the Civic Realm</i></p> <p>Authors: Jennifer Y. Abbott, Todd F. McDorman, L. Jill Lamberton, David M. Timmerman</p> <p>Publisher: Oxford University Press, 2015</p> <p>ISBN: 0199338590, 9780199338597</p> <p>Length: 464 pages</p> <p>Other readings will be available through the Canvas page.</p>
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Other Required Items:

<ol style="list-style-type: none">1. Appropriate Clothing for Speeches.2. 3x5 note cards.3. Access to a computer from which you will access Canvas daily.4. A notebook and pen or other devices for daily note taking.	 <p>What to wear?</p> <p>The guide illustrates appropriate Business Professional and Business Casual attire for your speaking engagements. For Men, check out www.oxforduniversitypress.com.</p>
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Course Outcomes or Competencies:

The following material is taken from the New Mexico Core Competencies

Assessment 2007-2008: Area I Courses:

1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.
 - Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly
 - Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.
3. Students will use effective rhetorical strategies to persuade, inform, and engage.
 - Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
 - Students should: Use standard processes for generating documents or oral presentations independently and in groups.
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
 - Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inference.
 - Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.

COMPETENCIES FOR ENTRY-LEVEL LANGUAGE ARTS TEACHERS.

- Teachers of English language arts will demonstrate knowledge that students must develop in understanding and using language.
- Teachers of English language arts will demonstrate knowledge that speaking, listening, writing, reading and thinking are related
- All language arts teachers shall understand that language development occurs as students use all the language processes.
- All language arts teachers shall understand the relationships among the language processes of speaking, listening, writing, reading, and thinking.
- All language arts teachers shall understand how oral language serves as the basis for learning reading and writing skills.
- All language arts teachers shall understand the relationships between language and thought development and of the holistic nature of language.

- All language arts teachers shall be able to use integrated approaches in teaching the language arts, particularly in teaching critical thinking.
- Teachers of English language arts shall demonstrate knowledge that social, cultural, and economic environments influence language learning.
- All language arts teachers shall understand how students' environments influence their language development.
- All teachers shall understand the history and diversity of language, including dialects and levels of usage in particular environments and be able to help students recognize and use language during all occasions

COMPOSING AND ANALYZING LANGUAGE:

- Teachers of English language arts shall demonstrate knowledge of the processes and elements involved in the acts of composing in oral and written forms such as considerations of subject, purpose, audience, point-of-view, mode, tone, and style and understand how such processes and elements are interrelated.
- All language arts teachers shall understand the importance of learning about and practicing various aspects of composing processes (prewriting, writing, revising, editing, and evaluating) in order to achieve the knowledge required to teach those processes well.
- All language arts teachers shall know the sound system, the grammatical system, and the semantic system of English to be able to help students understand their own oral and written language, as well as that of others.
- All language arts teachers shall understand how people use language and visual images to influence the thinking and actions of others.
- All language arts teachers shall understand that verbal and visual languages are powerful influences upon human thinking and behavior
- By examining various relationships between verbal and visual languages, all language arts teachers shall learn how to distinguish among various purposes of language and learn how to achieve these purposes to be able to help students recognize differences such as between fact and opinion and between truth and propaganda.

NONPRINT MEDIA:

- Teachers of English language arts shall demonstrate knowledge and understanding of how nonprint and nonverbal media differ from print and verbal media.
- All language arts teachers must know how the electronic media such as television and computers differ from printed media and how students are influenced by these media.
- All language arts teachers must know how to teach through these various media, as well as know how and what to teach about them to be able to help students recognize and interpret verbal language
- All language arts teachers shall be familiar with such aspects of electronic media as the Internet, word processing, CD ROM, desktop publishing, and other relevant media to be able to effectively teach through the use of both verbal and visual media.

Assignments

Quizzes

First Quiz	Due Jan 15	10 Points Possible
Quiz on Anxiety and Non-Verbal	Due Jan 26	10 Points Possible
Quiz on Ethos and Pathos	Due Jan 29	10 Points Possible
Quiz on Style and Audience	Due Feb 26	10 Points Possible
Quiz on Visual Aids and Law	Due Mar 4	10 Points Possible
Quiz for Listening and Intercultural	Due Apr 15	10 Points Possible
Quiz over groups media ownership	Due Mar 25	10 Points Possible
Quiz over Media	Due Apr 1	10 Points Possible
Quiz over relationships and love	Due Apr 8	10 Points Possible
Quiz on Logic, Research, and Organization	Due Feb 9	10 Points Possible

Speeches

Show and Tell Speech	Due Feb 1	100 Points Possible
The Policy Speech	Due Feb 15	150 Points Possible
Teaching Speech	Due Mar 14	150 Points Possible
Bibliographies		
Policy Speech Reference Page	Due Feb 14	100 Points Possible
Teaching Speech Reference Page	Due Mar 13	100 Points Possible

Papers

Internal Speech Critique	Due Feb 27	100 Points Possible
External Speech Critique	Due Apr 29	100 Points Possible

Group Project

Group Project	Due May 3	200 Points Possible
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NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	HUM
Course Number, Title, Credits	COMM 1140, Journalism and Mediated Comm, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Benjamin Cline
Email and Phone Number of Contact Person	Clineb@wnmu.edu

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 1140

List all learning outcomes that are shared between course sections at your institution.

1. Students will be familiar with the history of mass mediated communication and its role in the development of current society. This will be evaluated in that one of the weekly mass media artifacts the students will create will be aimed at sharing this history.
2. Students will be aware of the democratic and anti-democratic social forces that are at work on the media industry. This will be evaluated based on several mass mediated artifacts that will be created by the students which focuses on these issues.
3. Students will understand and be able to implement the latest techniques in mass media design to an industry-expected level which will be evaluated based on the weekly construction of mass mediated artifacts that

showcase the students' abilities.

4. Students will become better critical consumers of mediated communication. This will be evaluated by the creation of new media content which explores several social issues that are relevant to new media.
5. Students will be thoughtful producers of mediated communication. This will be evaluated by the thoughtfulness of weekly artifacts that they produce.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will be required to create several media artifacts including artifacts for both visual and print media which are written reverse pyramid, AP style papers, academic media critiques, and newscast style videos. They will be taught to analyze and evaluate messages for journalistic objectivity, styles, and newsworthiness. They will be asked to find overt and latent arguments in news articles and to evaluate their own objectivity/subjectivity with regard to news writing.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students are taught to work through articles from various news sources and to deal with difficult subjects. They are taught to consider bias and journalistic objectivity in order to evaluate and present sources from a variety of different points of view. They are taught to use reverse pyramid style in order to move from most important subjects to less important details.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

N/A

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students are taught to place information into three categories, "okay sources" which are generally not the best, but given a dearth of better sources might be okay and are certainly fine for a source of fun, pithy quotes, but may not be reliable. "Good sources" which are checked by "the test of time," editorial boards, etc. These include legitimate news sources and religious texts. In general these should not be dismissed out of hand but sometimes reflect a bias situational or personal. Finally, we have "excellent sources" which are sources that pass peer-review. We show the students how to access library resources to get peer reviewed materials, how the peer-review process works, and why it is generally reliable.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer,

Date

William J. Crocker, VPAA

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Reverse Pyramid

Read:

"Broadcast Guidelines," pages 496-499, in *The Associated Press Style Book*, [The Inverted Pyramid Structure from the this link \(Links to an external site.\)](#)Links to an external site., and consider the following diagram from Wikipedia:



Write:

Write a complete 800-1000 word article following reverse pyramid structure that uses the information you garnered through the "going mobile" exercise. Feel free to include pictures and video as your publisher allows. Send to me what you send to the editor.

Pecha Kucha				
Criteria	Ratings			Pts
High Quality Sources	5.0 pts Full Marks	3.0 pts Some sources not excellent	0.0 pts No Marks	5.0 pts
Logical Appeal	5.0 pts Full Marks	3.0 pts Can follow, but no syllogism	0.0 pts No Marks	5.0 pts

Pecha Kucha

Criteria	Ratings			Pts	
Emotional Appeal	5.0 pts Full Marks	3.0 pts Emotion	0.0 pts No Marks	5.0 pts	
Character Appeal	5.0 pts Full Marks	3.0 pts Did nothing to REDUCE credibility	0.0 pts No Marks	5.0 pts	
Grammar	5.0 pts Full Marks	3.0 pts Insignificant grammar errors	0.0 pts No Marks	5.0 pts	
Creative Word Choice	5.0 pts Full Marks	3.0 pts Nothing stylistically BAD	0.0 pts No Marks	5.0 pts	
Oral Citation	5.0 pts Full Marks	0.0 pts No Marks	5.0 pts		
Reverse Pyramid Structure	25.0 pts Full Marks	12.0 pts Left out one or more parts	0.0 pts No Marks	5.0 pts	
Application from previous “going mobile exercise 40 pts	40 used	25 copied	2.0 pts perused	0.0 pts	5.0 pts
Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts	

Pecha Kucha

Criteria	Ratings			Pts
Express a primary purpose in a compelling statement and order supporting points logically and convincingly.	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
Use effective rhetorical strategies to persuade, inform, and engage.	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
Employ speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inference.	5.0 pts Exceeds Expectations	3.0 pts Meets Expectations	0.0 pts Does Not Meet Expectations	5.0 pts
Taught us something.	15.0 pts Full Marks		0.0 pts No Marks	15.0 pts
Total Points: 150.0				


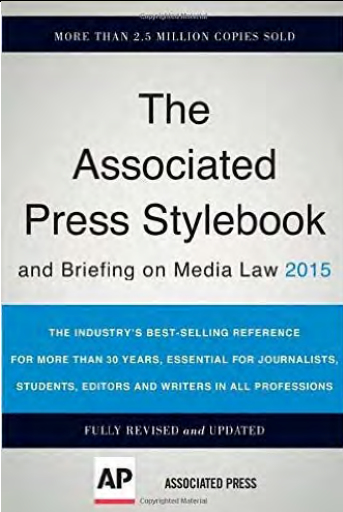
Mediated Communication

CRN: 12053 and 11617 (linked hybrid sections)

Instructor's Name: Benjamin J. Cline
 Office: 206 Bowden Hall
 Office Hours: 1:00-2:00 MTWR or by appointment
 Personal Phone: (775)557-5131 (Call or text any time!!!)
 Office Phone:(575) 538-6536
 Email: clineb@wnmu.edu

Required Items

Required Text:

	
<p><i>Journalism Next: A Practical Guide to Digital Reporting and Publishing</i> 3rd Revised ed. by Mark Briggs Publisher: CQ Press; (July 15, 2015) ISBN-10: 148335685X ISBN-13: 978-1483356853</p>	<p><i>Associated Press Stylebook 2015 and Briefing on Media Law</i> 46th Edition by The Associated Press Publisher: Basic Books; (July 14, 2015) ISBN-10: 0465062946 ISBN-13: 978-0465062942</p>

Other Required Items

- Access to a computer on which you are authorized to install software from which you will access Canvas daily.
- A notebook and pen or other device for daily note taking.
- A journalistic personality:
 - In inquisitive mind,
 - a desire to share what you learn with others,
 - a solid sense of right and wrong.

Assignment Summary (1000 possible points).

Detailed assignments available through Canvas (learn.wnmu.edu)

Expectations and Policies

Policy on Late Work

1. Due dates for all speeches, papers, assignments and exams are listed on the assignments tab on Canvas. **They will not be announced in class.**
2. In all cases students who expect to be unable to turn assignments in on a due date should turn them in **EARLY**.
3. **Late speeches are not accepted.**
 - A. On the day a speech is due, you must be prepared a speech.
 1. Not showing up on speech days implies that you are not prepared to give a speech.
 2. If you are not ready, you still have to present a speech or get a zero.
 - B. If there is ANY chance that you will not be able to give a speech on time, present it early.
 - C. If you do not, you will fail the assignment.
 - D. If the first day of speeches you do not volunteer and speeches run into a second or third day and you have an absence EXCUSED OR UNEXCUSED on these days, you fail your speech.
 - E. There will be no exceptions.
4. Late paperwork tied to speeches will sometimes be accepted for up to half credit if approved in advance. If it is not approved in advance, you get a zero on your work.
 - A. Late papers may be accepted for up to half credit if approved in advance. If it is not approved in advance, you get a zero on your paper.
 - B. Late quizzes may be taken in Dr. Cline's office (or disability services if appropriate) for up to half credit if approved in advance. If not approved in advance you get a zero your exam.
5. **Late work will appear on Canvas as a zero for the entire semester. They will only be corrected when final grades are sent to the registrar.**

Policy on Classroom Attendance

- You are expected to attend all classes.
 - The cost of your tuition accounts for only about 25% of the cost of your education. The rest is borne by the hard-working tax payers of New Mexico. **If you fail to attend a class, you are a thief.**
- Evidence of lack of engagement on any given day will result in that student being marked absent. Examples of disengagement include not taking notes, texting, social media, sleeping, or coming to class unprepared.
- Doctor's appointments, family gatherings, work, social engagements, shopping, etc. are **all required to adjust to your school schedule.**
- Firefighters, health professionals on-call, members of the National Guard and other emergency personnel are excused for emergencies.
- Athletes participating in University sporting events, students with documented illnesses or with dependents with documented illnesses, funerals for near kin, the birth of a child and other extreme circumstances are excused **if approved in advance.**
- Whether excused or unexcused, failure to attend class does not constitute a reason for work to be late. Please see policies regarding late work.
- After the third unexcused absence, the student is required to go to the registrars office and withdraw from the class. After the date set by the university administration, this will be a WF and will count as an "F" when figuring GPA.

Policy on Academic Honesty

We will follow all procedures from the student handbook on pages 59-64.

Policy on Civil Discourse

You are also expected to contribute to discussions and class activities in a courteous and professional manner. Disruptive behavior will not be tolerated

The instructor will give only one warning, and if negative behavior persists, I may drop you from the class.

Disruptive behavior includes but is not limited to:

- Conversations on class discussion boards or chat not pertaining to class
- Language which denigrates human beings
 - Including language which denigrates human beings based on race, ethnicity, gender, income level, religion and sexual orientation. This class will discuss these topics and we may disagree on issues pertaining to them. **We just need to do it RESPECTFULLY.**
- Intoxication in class discussion
- Interruption in class discussion
- **Swearing in class discussion**

We will follow WNMU's Civility Code as outlined below. Any deviation from this code will result in consequences not limited to ejection from the class and immediate failure of the entire course.

- **Respect:** Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether oral or written. Let your actions reflect pride in yourself, your university, and your profession.
- **Kindness:** A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.
- **Truth:** Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.
- **Responsibility:** Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.
- **Cooperation:** Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.
- **Acceptance:** Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.
- **Professionalism:** Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

Policy on Inclement Weather

- Even if the weather is bad, assume that we will have class unless
 - The WNMU website says that the university is closed.
 - Dr. Cline makes an announcement on Canvas saying we are not having class.
- If you live more than 50 miles from campus and feel that it is not safe to drive, Dr. Cline may approve an excused absence if you contact him in advance.
 - An excused absence does not allow you to turn in work later. Please see policy regarding late work.

Policy on Children in the Classroom

Definitions:

- Children: Minors under the age of 18.
- Minors Enrolled as Students: Enrolled students under the age of 18 have the rights and privileges of any other student in the classroom and on campus grounds.
- Supervised: An adult designated as responsible for the child is providing direct on-site care and attention to the child's health, safety, and welfare. An adult responsible for the child who is present but performing work, teaching, or other activities that distracts his/her attention from the child does not meet this criterion.
- Unsupervised: The adult responsible for the child is not present or is performing duties that distracts from the adult's attention to the child.

The Guidelines for Children in the Classroom are intended to foster respect for the needs of all parties impacted by the presence of children on the campus or in the classroom and to provide a friendly and safe campus while maintaining a learning environment for Western New Mexico University (WNMU) students.

While WNMU seeks to focus on providing an environment open to family issues and one that includes the safety of children and the professional and efficient performance of academic pursuits and campus operations, it also takes the position that children should not routinely be brought into classrooms and other instructional areas in lieu of having a regular childcare provider.

However, the administration at Western New Mexico University understands that because there are times when a student is confronted with whether or not to attend classes due to an emergency child care issue, it is sometimes necessary to bring children to campus.

Instructors have the discretion to make infrequent exceptions due to temporary, unforeseen emergencies. Upon such occasions, with the instructor's advance permission, children may be brought into the classroom, but they must remain at all times under the direct supervision of their parent or guardian and should not be left in the custody of another student, even for brief periods of time. In these cases, children must remain in the classroom and are not allowed to sit in the hallway, play on campus grounds, roam campus buildings, sit unaccompanied in campus buildings or benches on the grounds, or be unsupervised in any location on campus.

Be aware, also, that University staff and faculty members that are responsible for specific University areas reserve the right to exclude children from that area when, in their best judgment, it is in the interest of health, safety, or the educational process.

WNMU cannot be responsible for the care of unsupervised children. The WNMU Campus Police will be asked to locate and return to the custody of their parent any unsupervised children.

Policy on Animals in the Classroom

In general, animals are not allowed in the classroom.

Exceptions include:

- Registered service animals performing their duties.
- Animals used as visual aids in speeches if approved by the class and the instructor.

Students are responsible for the behavior of their animals and for any damages that animal does.

Policy on Weapons in the Classroom

From the Student Handbook:

CS 17. Possession, use, or display of firearms and other dangerous weapons on university property is prohibited. Dangerous weapons include, but are not limited to, paintball guns, BB guns, stun guns, sling shots, pellet guns, air guns and dart guns, facsimile firearms, ammunition (spent casings or whole), martial arts weapons, knives (other than legal pocket knives as defined by state law), bow and arrow or crossbows, explosives (including fireworks), hazardous chemicals, and any item used or displayed in a threatening manner. Discharge of a firearm on campus may result in immediate suspension or expulsion.

Exceptions have been made in this class **only in the presence of a member of Campus Security** and with their express permission and the express permission of the instructor.

Policy on Informed Consent

There is a reasonable expectation of privacy in this class.

- Student and faculty discussions may be recorded or noted, but should not be shared outside of those attending or facilitating this class.
- The instructor will be retaining communications including coursework for purposes of
 - evaluation,
 - grading,
 - examples in future classes,
 - and assessment.

Policy on Professionalism

Students are learning professional skills and are expected to engage in class discussions, complete reading assignments, and meet deadlines as befits professional behavior. While it is recognized that college is a place where such skills are learned, and not assumed, failure to learn them means failure of the class.

Policy on Scholarly Communication

Use clear college level writing with correct spelling and grammar for all assignments. All papers including bibliographies and reference pages must follow APA or another citation format approved by the instructor. If you need help with your writing, consult a tutor at the writing center or at Smarthinking, WNMU's e-tutoring tool. Connect with Smarthinking via the WNMU homepage under Quick Links. Presentations are expected to be delivered at a scholarly level of discourse. That means that one should use proper pronunciation and grammar.

Policy on Integrated Use of Technology

You will be using Canvas to take all quizzes and exams and to post all assignments. You will need to learn how to attach documents if you don't already know how to do this. You are expected to check Canvas daily for announcements and changes. Due dates will be given through Canvas only and may not be announced or discussed in class.

Policy on Disability Services

Reasonable accommodation will be made for students with disabilities who have gone through the Academic Support Center's Disability Services office. Services for students with disabilities are provided through the Academic Support Center's Disability Services Office. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, and undergraduate academic tutors. In order to qualify for these services, documentation must be provided by qualified professionals on an annual basis. Disability Services forms are available in the Academic Support Center. The Disability Services Office, in conjunction with the Academic Support Center, serves as Western New Mexico University's liaison for students with disabilities. The Academic Support Center's Disability Services Office can be contacted by phone at 575-538-6400 or email dss@wnmu.edu

Policy on Official Email

Communications policy statement regarding official e-mail:

WNMU's policy requires that all official communication with the University, other than your in-class Canvas communications, be sent via Mustang Express. Emails sent to you by various University departments related to your registration, financial account balance, changes in schedule, etc., will be sent to your wnmue.edu email address. It is very important that you access your Mustang Express email periodically to check for correspondence from the University. If you receive most of your email at a different address, you can forward your messages from Mustang Express to your personal address.

Example - Martin Classmember was assigned a WNMU email address of classmember12@wnmu.edu but Martin would rather receive his emails at his home address of martinclass@yahoo.com. Martin can follow the transfer directions provided at the following link: <http://www.wnmue.edu/campusdocs/direction%20for%20forwarding%20email.htm> (Links to an external site.)

to have his WNMU email forwarded to another email address.

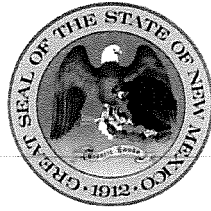
WNMU policy on email passwords:

WNMU requires that passwords for access to all of protected software, programs, and applications be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity includes: Passwords shall contain at least six (6) characters Passwords shall contain at least one capital (upper case) letter, and at least one numeral. Passwords shall be changed at least every 90 days

State of New Mexico Outcomes and Competencies

The following material is taken from the New Mexico Core Competencies

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution Central New Mexico Community College
Department Communication, Humanities, and Social Sciences
Course Number, Title, Credits COMM 2120 Interpersonal Communication
Co-requisite Course Number and Title, if any ENGL 1110, Composition I
Is this application for your system (ENMU, NMSU, & UNM)? No
Name and Title of Contact Person Pam Gerber, Instructor
Email and Phone Number of Contact Person 505 -224-4000, Ext. 50306

Was this course previously part of the general education curriculum?

[X] Yes [] No

This course will fulfill general education requirements for (check all that apply):

[X] AA/AS/BA/BS [] AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

[X] Communications [] Mathematics [] Science [] Social & Behavioral Sciences
[] Humanities [] Creative & Fine Arts [] Other

Which essential skills will be addressed?

[X] Communication [X] Critical Thinking [X] Information & Digital Literacy
[] Quantitative Reasoning [] Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2120, Interpersonal Communication

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

List approved common course Student Learning Outcomes

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students are introduced to medium awareness early on in the course. The communication process, contextual nuance, and various mediums used to communicate messages are addressed. Students apply these skills in informal writing activities, oral and written discussions, and formal written assessments, such as journals, case studies, and papers. The various assessments, both informal and formal, require students to evaluate messages, apply effective communication strategies, and demonstrate understanding of the communication process. Formal assessments, such as the requisite research component for all sections, requires students to evaluate and produce arguments by conducting research, critiquing credibility and claims, and presenting evidence to support their assertions. Assessment rubrics are used to evaluate effective communication skills for formal assessments, such as the research component (attached).

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students demonstrate critical thinking skills through a variety of assessments, such as the department required conflict assessment and research component. The conflict assessment requires students to engage in problem setting by working through a problem-solving sequence where they formulate questions and analyze a case study. For the research component, students engage in evidence acquisition and evaluation by researching a source and analyzing the author(s) credibility. Moreover, students critique the author's argument and separate facts from inferences and/or opinions. Students show reasoning and conclusion skills by articulating and providing support for their assertions. Instructors evaluate the students' critical thinking skills through the use of formal rubrics that are attached to these required assessments. Formal assessments are attached to each to above mentioned required assessments (research component rubric attached).

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In the department required research component, students demonstrate information and digital literacy by using research databases to obtain an article, evaluating source credibility, and utilizing paraphrasing and summary skills.

Moreover, students interact with Learning Management Systems like Blackboard and computer applications, such as MS word, to write and submit their various assessments. Students learn and use appropriate academic formatting structures, such as APA, as part of the research component. Formal assessments evaluate the substance of digital literacy skills such as evaluating source credibility paraphrasing, and APA formatting (attached).

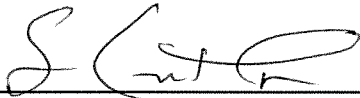
E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

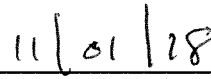
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Comm 2120: Research Article Criticism Assignment

In order to study the most current trends in interpersonal communication research a student should go beyond the scope of most textbooks and explore the scholarly journal articles. These forums for published research offer more depth of analysis and often explore topics that are on the cutting edge of what is considered important in today's ever-changing communication studies landscape. For this assignment, you must summarize and critique an appropriate interpersonal-communication-related research article.

FIND A RESEARCH ARTICLE.

An appropriate article must:

- come from a scholarly journal (see tips below)
- be 4-5 pages or more in length
- review an actual *study* that was done in the area of interpersonal communication
- be relevant to this class
- have been published in the last 5 years

Tips for finding a good scholarly journal article:

1. Go to the library in person. You can find the following journals there. Ask the library staff to assist you. They love to help!

Journal of Communication
Western Journal of
Communication
Human Communication
Research

Communication Research Reports
Southern Communication Journal
International Journal of Listening

If you do *not* want to go to the library in person and you are not familiar with finding good scholarly articles online, I suggest viewing the voice-narrated PowerPoint tutorial included in the assignment link on Blackboard. The tutorial will teach you to skillfully use CNM online databases to locate a good article.

2. It is rare that you'll be able to find an appropriate article via "Google" or any other popular search engine. Publishers try very hard to protect their content from piracy. You may be able to access some articles for a fee. However, it is not necessary to pay a fee if you use the CNM databases as suggested above.
3. Usually, an appropriate research article contains several sections. Almost always, the article begins with an *abstract* that appears in italics (a very brief summary of the entire article). Then, the authors launch into what's called a *literature review* (where they summarize the existing research on their topic). Then, they'll situate their study in the existing field of research by stating their purpose, research questions or specific hypotheses. Next, they'll describe their *methods* for conducting the study. Then, they briefly summarize the *results*. Lastly, they provide a *discussion* section where they interpret the results, give them meaning, discuss study limitations and make suggestions for future research.

WRITE YOUR SUMMARY AND CRITICISM.

Type this assignment (double-spaced please). Number your separate answers. Do NOT write this paper as though it were one whole essay. Just number down and answer all parts of all questions thoroughly, giving specific examples when possible. And, cite your article, using MLA or APA style and use in-text citations when quoting or paraphrasing direct information.

1. **INTRODUCTION:** Describe your search, decision and thought processes used in selecting an appropriate article (in first person). Create a problem/question you would like to explore in order to start your search, and discuss where you started and where ended your search for the best article. Why did you pick this particular article? Tell me why you think the article you chose is of importance to the field of interpersonal communication studies. This part should describe, in general, *how and why you chose the article*.
2. **ARTICLE SUMMARY:** Provide an overall description of what the article was about using summaries, paraphrases, and direct quotes. Be sure to include the topic and hypothesis, theories used, and any key findings of import.
3. **STUDY METHOD:** Give specifics about how the study was conducted. Did the researcher use specific research methods such as surveys, focus groups, content analyses, interviews? Who were the participants? Where was the study conducted? This part of the assignment may include some technical terms and scientific language but try to explain it the best you can in regular common language (using the dictionary to look up terms and phrases if necessary). This part should describe *how the authors conducted their study*.
4. **RESULTS/DISCUSSION:** Indicate how results were determined. Summarize the findings of the study, in your own words. This part should describe *what the authors discovered about interpersonal communication in their study*. Please don't worry about including any statistical language, numbers or calculations. Just skip those things but try your best to understand (in general terms) what the researchers found, and then communicate that to me. In some articles, it will be hard to tell exactly what the results are until you read the "discussion" section in the article.
5. **EVALUATION AND CRITIQUE** In this portion, you should address the following questions:
 - Critique/evaluate the author's credibility. Are they a credible source of information on this topic- why or why not?
 - Evaluate the author's argument and findings: What were some claims that were made? Did they provide sufficient evidence to support these claims? Describe any inferences or opinions that made that lacked sufficient evidence. Where any logical fallacies present in their inferences?
 - Was this an important area of study for interpersonal communication? Why or why not?
 - In your opinion, what is the usefulness of this study to the everyday person? Specifically, what, if any, tangible meaning does this study have in the average person's life? What concrete thing can one *do* with an understanding of the study findings, if anything?
 - Is this study meaningful to *you*? If so, in what way? If not, why not?This portion of the assignment should attempt to reflect on *what the study means and why it could be considered important for you or others*.

Research Paper Grading Rubric

Category	Missing (0)	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Introduction: Described research and thinking processes (ES: information and digital literacy and critical thinking).					
Article Summary: Provided an effective summary of article, using paraphrasing and quote where appropriate (ES: communication and critical thinking)					
Study Method: Explained research methodology and included relevant information such as participates, site, etc. (ES: communication and critical thinking)					
Results/Discussion: Summarized overall results/finding of article. (ES: communication information and digital literacy)					
Evaluation and Critique: Critiqued author credibility and argument and evaluated importance of article (ES: Communication and critical thinking)					
Flow, grammar, spelling: Demonstrated effective written communication skills in terms of overall flow, grammar, and absence of errors (ES: Communication)					
Formatting and citation: Utilized appropriate formatting and APA or MLA citation style. (ES: Information and digital literacy)					

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Department of Communication
Course Number, Title, Credits	COMM 2120, Interpersonal Communication, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Patricia Dobson, Chair of Department of Communication
Email and Phone Number of Contact Person	Patricia.dobson@enmu.edu; 575-562-2130

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communication Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2120, Interpersonal Communication

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Define and describe basic interpersonal communication terms and concepts; 2. Identify and analyze interpersonal communication across a variety of personal and professional contexts in both face to face and mediated forms; 3. Identify and demonstrate a variety of skills that will enhance interpersonal communication; 4. Analyze a variety of purposes of and goals in interpersonal communication interactions; 5. Recognize diversity and ethical considerations in interpersonal interactions.

Institution-specific Student Learning Outcomes

LO #1: Students will create effective communication products employing narrative structure. LO #2: Students will apply theories to analyze communication content. LO #3: Students will apply ethical principles in professional settings.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will demonstrate Genre & Medium Awareness, Application & Versatility through written and oral assignments including weekly chapter reflections, discussions, group projects, observation exercises (informal writing). Students will demonstrate Strategies for Understanding & Evaluating Messages, Evaluation and Production of Argument in a position paper, where students select a topic, and provide evidence and examples to make and defend their case (formal writing). These are given twice each semester. Students also complete a movie relationship analysis paper in which they identify interpersonal communication concepts, provide a detailed analysis of those concepts and how they are demonstrated in the film. This includes an analysis of how communication could have been improved and what might have occurred if certain behavior demonstrated in the film had continued rather than stopped or stopped rather than continued. Students are encouraged to concisely apply their own observations of life and situations to their analysis (such as situations they have observed that are similar as one(s) revealed in the film, the similarities and differences with the situations and how they resolved, and the analysis of both situations to the concept/theory they are applying and discussing in that section of the paper).

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will evaluate interpersonal relationships and issues within those relationships, including gathering and interpreting of information necessary to mediate the issue(s) and address/solve the relationship issue/problem. Students will complete several observation exercises (video clips, role-plays, complete observer in field exercises (which includes a discussion on ethical behavior). Students engage in class discussions related to these exercises. They demonstrate their skills on weekly chapter quizzes. Students acquire skills from these smaller exercises, which are then applied to the larger position papers, relationship analysis and movie relationship analysis paper.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

Students are given an introduction to using library resources and databases, i.e. CMMC (Communication and Mass Media Complete). Students select a concept in interpersonal communication (from class textbook), and then are walked through the database and how to conduct a search, including tweaking of search terms, academic publications, reading citations, full-text documents, related searches. This happens at the beginning of the semester. Students are then paired up to complete a simple research assignment of their own, choosing a different interpersonal communication concept and finding an academic journal article related to that concept. Each interpersonal pairing presents their article and findings to the class.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/5/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

COMM 2120: Interpersonal Communication
Position Paper #1
100 points possible

Purpose:

The purpose of this assignment is for each student to demonstrate knowledge of topics covered thus far in Interpersonal Communication. The position paper gives each student the opportunity to apply concepts from the text, lectures, and classroom discussions to real life examples and experiences. Each paper will be graded based on the originality and thoroughness of content, your ability to articulate and defend your chosen position, and the use of vivid and appropriate examples.

Requirements:

Each paper must be 2-4 pages in length (this means at least two *full* pages and no more than four), typed in 12 point Times New Roman with one inch margins. Each paper should include your name and be stapled in the upper left hand corner.

Topic Selection:

Please choose one of the following topics to write your paper about. Keep in mind, the point of this paper is to choose a topic that you have a strong opinion about and about which you can provide suitable examples.

- In your opinion, what is the role of research and theory in the study of interpersonal communication? Which do you feel is more important and why?
- Defend or refute (prove false) that “interpersonal communication is constantly in motion and changing over time.”
- Defend or refute that “communication is irreversible.”
- Defend or refute that “interpersonal communication is not a necessary part of maintaining our public self.”
- Does culture, gender, or personality have the most significant impact upon our perceptions in interpersonal communication?

RUBRIC FOR POSITION PAPER FOR INTERPERSONAL COMMUNICATION

Communication	Emerging	Developing	Proficient
<i>Strategies for Understanding and Evaluating Arguments</i>	The student outlines some or all of the main points to be discussed but does not name the topic or state a position.	The student identifies the topic, outlines some or all main points to be discussed, but doesn't clearly state a position.	Student clearly states topic and outlines the main points to be discussed. The student's position strongly and clearly stated.
<i>Evaluation and Production of Arguments</i>	Student includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	Student includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counterargument.
<i>Evidence and examples</i>	At least 1 of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the student's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position
Critical Thinking Reasoning	Emerging Attempts to use reasoning as appropriate to the situation	Developing Uses reasoning as appropriate to the situation	Proficient Uses various types of reasoning as appropriate to the situation in a variety of conditions

<i>Making judgments and decisions</i>	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs.	Makes attempts at analysis but is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs.	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs.
	Does not attempt to understand the connection between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Is able to apply the connections between information and arguments in order to support a position
	Looks at information, and rarely is able to draw a conclusion	Looks at information and sometimes is able to draw conclusions	Is able to look at information and successfully draw conclusions and apply to position
Information & Digital Literacy	Emerging	Developing	Proficient
<i>Authority and value of information</i>	Student is not able to use technologies to access/identify information.	Student is able to access some information using technology (i.e. online search engines)	Student is able to access/identify appropriate and multiple types of information from multiple sources (i.e. library catalogs or databases, online search engines).
<i>Research as inquiry</i>	Student accepts information without question (e.g., quotes sources without evaluation).	Student articulates and/or applies basic evaluation criteria to information and sources. Determines if original information	Student clearly articulates and evaluates information and sources (e.g., differentiates between and uses primary and

		<p>need has been satisfied or if additional information is needed.</p>	<p>secondary sources). Recognizes applicability of information to other areas/ topics.</p>
	<p>Student does not recognize the social and ethical implications of the technological application, does not apply institutional politics (or abide by legal regulation), and/or does not reference the source of information</p>	<p>Student uses information in a way that aligns with institutional policies, and legal regulations. Sources are acknowledged</p>	<p>Student uses information in compliance with institutional policies, and/or legal regulations related to the use of that information. Demonstrates some understanding of how context is important when using sources and references these sources.</p>

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution - ENMU-Roswell

Department – Arts and Sciences Education

Course Number, Title, Credits – COMM 2120 – Interpersonal Communication – 3 Credit Hours

Co-requisite Course Number and Title, if any

Is this application for your system (ENMU, NMSU, & UNM)? **NO**

Name and Title of Contact Person – P. Maureen Olguin

Email and Phone Number of Contact Person- maureen.olguin@roswell.enmu.edu 575-624-7262

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2120, Interpersonal Communication

List all learning outcomes that are shared between course sections at your institution.

Student Learning Outcomes:

1. Define and describe basic interpersonal communication terms and concepts
2. Identify and analyze interpersonal communication across a variety of personal and professional contexts in both face-to-face and mediated forms.
3. Identify and demonstrate a variety of skills that will enhance interpersonal communication
4. Analyze a variety of purposes of and goals in interpersonal communication interactions
5. Recognize diversity and ethical considerations in interpersonal interactions.

D. Narrative

Explain what students **are going to do to develop the critical skills** (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will demonstrate Genre and Medium Awareness, Application and Versatility through written and oral assignments including group projects, discussions, and assessment response papers. Students will demonstrate Strategies for Understanding and Evaluating Messages, Evaluation and Production Argument in a Service Learning/Research Project, where students select a cause and work in a group to complete a service project. This is a semester long project and includes research of not only the organization, but also Communication Concepts. In the Service Project, students apply their emerging skills through group work and through interacting with community members through service. Students gain understanding of differing communication contexts through working with people of different ages, races, genders, and socio-economic status. By completing self-assessments and through introspection, students complete written assignments on their listening ability, their view of self, and emotional intelligence. Students access web-based personality and self-assessments, they then read and interpret their results in order to complete a written assessment that is either submitted in hard-copy or uploaded to the Learning Management System.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will evaluate interpersonal relationship and issues within those relationship, including gathering and interpreting of information necessary to mediate the issue(s) and address/solve the relationship issue/problem through discussions, written work, and a written assessments. Students will complete several in-class mini group projects (online courses complete weekly discussions). Students acquire skills while working in the groups, researching key concepts, composing their presentation, and while presenting their results. Students demonstrate their skills on weekly chapter quizzes. The semester long project tests the skills students have learned as they apply them to situations that occur during the project. Students complete an individual summary as well as a team summary that relates the skills that were incorporated.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students complete a self-assessments online and conduct research communication concepts for their Team Project. Students are provided an overview of site and source credibility and are shown how to search for scholarly articles. Students set up digital means for communicating and often utilize Social Media for their team project announcements. Students also access web-based assessments throughout the semester. In all of the discussions in

the on-line courses, students are required to cite not only textual information, but to also find scholarly research to support their views and cite and reference them correctly. Courses all have a shell on the Learning Management System and students are required to log-into that system to check grades and to access information for the course. Information on plagiarism is covered and the ethics of communication is covered in the course as well. Student's work must be typed and is either submitted in hard-copy in class, uploaded to the course in the Learning Management System, or at times e-mailed to the instructor.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan We do not have a link yet; however, we are moving toward a link and will provide it as soon as it is live.

G. Relationship between Institutional Assessment Plan and this Course

This course has been revised recently as a direct result of the work my institution has been doing to create a clear and accurate Institutional Assessment Plan. When the General Education Task force issued the new requirements for integration of specific skills into general education courses, the Arts and Science Education Area began to work to look at what our courses were integrating and assessing and what adjustments needed to be made in the curriculum. Although a definitive plan is not written and available for this certification submission, the plan will be in-line with HED's new common course number and common core transfer requirements

This course meets institutional standards for general education.



11.9.18

Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

COMM 2120: Interpersonal Communication
Service Project
100 Points

As a group decide on how you can incorporate what you are learning about communication into helping others in the community.

Step One: Decide upon a service learning project – part of this will be completed in class. (Turn in your group membership with the roles of each member, a tentative timeline, phone numbers of each group member, and your group's topic)

Step Two: Inquiry– If you have chosen an organization to work with for your project. Contact them to find out their needs and what you might be able to help them with. **NOTE – You CANNOT** just volunteer at an event they are hosting – You have to create your own project to complete. Get the organization to write a letter to me approving your group's Service Project. (Turn in the letter! Before you can do ANYTHING, you will need to contact the organization and obtain a letter from them authorizing you to complete the project on their behalf. Please turn into me a signed letter from the organization showing that approval. **NOTE:** No other activities for your group can be started until you have this letter turned into me)

Step Three: Organize and plan - Create an action plan, timeline, and goals for the project. (Turn in action plan, timeline, and goals by _____)

Step Four: Complete your project - be sure to document all of the things you accomplish during your project. – Take pictures throughout the process so that you will have pictures for your presentation

Step Five: Research – Find scholarly articles that relate to the communication skills you used, or needed to use in your group's project. As a group, discuss your articles and decide how to incorporate the information into your project as well as you individual and group summaries.

Step Five: Create your presentation. Presentation should have an overview of the organization, what their needs were, your plan of action to meet those needs, the original timeline and then an revisions you may have made, your group goals and an analysis of how your group met those goals (**NOTE – it is okay if you do not meet all your goals. It is great if you exceed your goals**) and pictures of the Service Project's progression and completion.

Step Six: Complete the Team Project Evaluation for your group and turn in the class **AFTER** your group has presented.

Presentation Portfolio -this will be turned in before your group presents and will be graded on the inclusion of and detail in:

1. Table of Contents
2. Minutes from each meeting – to include members present, actions taken, start and end time – **Spot Check of Meeting Minutes will be made!**
3. Description of project’s beginning and result of completion.
4. Signed approval form/letter – **DUE BEFORE YOU START ANYTHING ELSE!!**
5. An action plan for your improvement project – to include:
 - a. Goals - Original goals and how they were met or exceeded
 - i. Goals due _____ (one week AFTER I receive signed approval form)
 - b. Timeline - Original Timeline and adjustments that were made
 - i. Timeline due _____ (One week after GROUPS ASSIGNED)
 - c. End result ...
 - i. **What Communication skills did your group use in completing the project,**
 - ii. **How did you utilize Communication skills help your group with the project? This should be VERY detailed!**
6. An outline of the presentation
7. Your PowerPoint slides showing your service project from your presentation in class.
8. Resource listing – who did your group contact for information, or receive help or support from on the project.
9. A summary of the group process – and the overall feeling of the group on the project. **Weekly verbal or written progress reports will be taking each week once projects have been assigned.**

Your individual grade on the project will be determined by:

- ✓ Your help with project and the presentation to the class
- ✓ The group’s completion of the project and presentation
- ✓ The group’s portfolio
- ✓ Your Team Project Evaluation

Communication	Emerging	Developing	Proficient
<i>Strategies for Understanding and Evaluating Arguments</i>	The student outlines some or all of the main points to be discussed but does not name the topic or state a position.	The student identifies the topic, outlines some or all main points to be discussed, but doesn't clearly state a position.	Student clearly states topic and outlines the main points to be discussed. The student's position strongly and clearly stated.
<i>Evaluation and Production of Arguments</i>	Student includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	Student includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counterargument.
<i>Evidence and examples</i>	At least 1 of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the student's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position
Critical Thinking Reasoning	Emerging Attempts to use reasoning as appropriate to the situation	Developing Uses reasoning as appropriate to the situation	Proficient Uses various types of reasoning as appropriate to the situation in a variety of conditions

<i>Making judgments and decisions</i>	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs.	Makes attempts at analysis but is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs.	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs.
	Does not attempt to understand the connection between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Is able to apply the connections between information and arguments in order to support a position
	Looks at information, and rarely is able to draw a conclusion	Looks at information and sometimes is able to draw conclusions	Is able to look at information and successfully draw conclusions and apply to position
Information & Digital Literacy	Emerging	Developing	Proficient
<i>Authority and value of information</i>	Student is not able to use technologies to access/identify information.	Student is able to access some information using technology (i.e. online search engines)	Student is able to access/identify appropriate and multiple types of information from multiple sources (i.e. library catalogs or databases, online search engines).
<i>Research as inquiry</i>	Student accepts information without question (e.g., quotes sources without evaluation).	Student articulates and/or applies basic evaluation criteria to information and sources. Determines if original information	Student clearly articulates and evaluates information and sources (e.g., differentiates between and uses primary and

		<p>need has been satisfied or if additional information is needed.</p>	<p>secondary sources). Recognizes applicability of information to other areas/ topics.</p>
	<p>Student does not recognize the social and ethical implications of the technological application, does not apply institutional politics (or abide by legal regulation), and/or does not reference the source of information</p>	<p>Student uses information in a way that aligns with institutional policies, and legal regulations. Sources are acknowledged</p>	<p>Student uses information in compliance with institutional policies, and/or legal regulations related to the use of that information. Demonstrates some understanding of how context is important when using sources and references these sources.</p>

New Mexico General Education Curriculum Course Certification Instructions

A. Institution and Course Information

Fill in the table provided with institutional and course information. Include the name, title, and contact information for a faculty member who will be available to respond to questions about the course and provide supplemental material.

B. Content Area and Essential Skills

The defining characteristic of a New Mexico general education course is its focus on essential skills. Three essential skills are associated with each of six content areas, as shown in the table below. Faculty teaching courses within any given content area must work to instill the three related essential skills in their students while also addressing content and skills associated with the particular course.

Each of the essential skills listed in the table below is linked to a general education essential skills rubric on the New Mexico Higher Education Department Website.

ALIGNMENT OF ESSENTIAL SKILLS TO CONTENT AREAS WITHIN THE NEW MEXICO GENERAL EDUCATION CURRICULUM	
General Education Content Area	Skills associated with the content area
Communications	Communication Critical Thinking Information & Digital Literacy
Mathematics	Communication Critical Thinking Quantitative Reasoning
Science	Critical Thinking Personal & Social Responsibility Quantitative Reasoning
Social & Behavioral Sciences	Communication Critical Thinking Personal & Social Responsibility
Humanities	Critical Thinking Information & Digital Literacy Personal & Social Responsibility
Creative and Fine Arts	Communication Critical Thinking Personal & Social Responsibility

On the certification form, check the box of the content area to which the course will be added. Then check the boxes next to the three essential skills associated with that content area.

***Note:** If proposing a course that does not fall within a single General Education content area (as part of your institution's flexible nine), including interdisciplinary courses, select any three of the five essential skills from the table above for association with course learning outcomes.*

C. Learning Outcomes

List all shared learning outcomes for the course. Shared learning outcomes are those that are common to all sections offered at the institution regardless of instructor and may include outcomes that are not related to essential skills. In Section D, you will be asked to demonstrate how learning outcomes from the shared outcomes list address the essential skills associated with the selected content area.

***Note:** Shared learning outcomes should be provided to all course instructors for inclusion in their course syllabi.*

D. Narrative

In the boxes provided, write a short (less than 500 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Please refer to the general education essential skills rubric on the New Mexico Higher Education Department Website when completing the narrative portion of the form.

E. Supporting Documents

Attach a sample syllabus for this course. The syllabus should include a complete schedule of class meetings, topics to be covered during the class meeting, required reading for each class, a schedule of assignments and exams, general education learning outcomes, other course learning outcomes, and all other elements required by your institution for syllabi.

Attach a sample assessment. The assessment should illustrate how the essential skills are assessed within the context of the content area.

F & G. Assessment Narrative

Provide a link to a description of your institutional plan for assessment of general education learning outcomes. Describe the relationship between this course and your institution's general education assessment plan.

***Note:** A copy of your institution's general education assessment plan and how this course fits into that plan should be provided to all instructors for the course.*

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution Luna Community College
Department Humanities
Course Number, Title, Credits SPCH 111 Interpersonal Communication (3 credits)
Co-requisite Course Number and Title, if any READ105 or equivalent COMPASS/ACT score.
Is this application for your system (ENMU, NMSU, & UNM)? No
Name and Title of Contact Person Dr. Anita Roybal, Humanities Dept. Director
Email and Phone Number of Contact Person Aroybal@luna.edu (800-588-7232)

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for Interpersonal Communication 100

COMM 1213 Interpersonal Communication 112

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Define the nature, elements, and axioms of interpersonal communication including the interaction between culture and interpersonal communication. 2. Explain how the concept of self, the process of perception, the act of listening,

and the use of verbal and nonverbal messages determine the quality of interpersonal communication. 3. Demonstrate an understanding of the universals of interpersonal relationships, including knowledge of the growth and deterioration processes of relationships. 4. Discuss the major types of interpersonal relationships, including those of friendship, love, family and workplace, and how conflict and power issues can be handled effectively in each.

Institution-specific Student Learning Outcomes

Students will:

- Exhibit effective interpersonal communication in a variety of settings
- Effectively apply active listening skills.
- Perceive the listeners interpersonal needs.
- Gain information about other individuals through communication.
- Build a context of understanding through communication.
- Establish and identify when using interpersonal communication.
- Demonstrate respect for others' viewpoints.
- Maintain proper eye contact while communicating interpersonally.
- Exhibit de-escalatory behaviors in situations of conflict.
- Mediate between other conflicting parties.
- Give critical feedback effectively (non-threatening).
- Receive, and reflect on, critical feedback from others.
- Demonstrate acknowledgment and validation of the feelings, opinions, and contributions of others.

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the first essential skill. 200 – 300 words. Students will benefit from the knowledge of assessing and learning how to communicate in their relationships of personal and professional nature. In one assignment students will learn how to resolve conflict through collaboration. In this exercise the student benefits by understanding how and what words are used to communicate with individuals. It is the ability to communicate through words with the correct tone and manner. Just as important is understanding the how non-verbal communication can be misconstrued and have implications for competent communication. Another important aspect is that students will be taught that listening skills aid in helping individuals to hear attentively and process the information correctly. In this exercise of collaboration, negotiation is the type of interpersonal skill that is important to communication. This term means having the ability to discuss and reach agreement in a professional manner.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In the exercise of collaboration, students are taught to assess their ability to think critically as demonstrated by their communication. This exercise teaches them how critical thinking skills are developed and how they can use them in their Interpersonal interactions professionally and personally. Also this exercise exposes the student to be analytical with their critical thinking skills. It is that ability to carefully examine something to examine a problem. The student will learn that communication is the sharing of ideas and messages and resolving a situation where the result is a win-win situation in an ideal situation. Students will be taught to think in terms of how to solve problems in a civil manner. Students will be taught that good critical thinkers can draw reasonable conclusions from a set of information. Students will learn from this exercise that employers want job candidate who can evaluate a situation using logical thought and come up with the best solution.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The purpose of the collaboration exercise is to examine digital literacy competences and learning habits of learners as it relates to using social media in relationships, namely in the platform of texting. I've found that there are a number of untold students who grow frustrated with texting. Yet this exercise shows them that with the proper literacy skills that they can solve problem with their partner by understanding the value of resolving conflict in a collaborative

manner while engaged in texting.. However, they seem to have only basic understanding of digital literacy and the skills to use information and communication technologies at a basic level. They need training on how to use digital tools more efficiently for relational purposes as this exercise shows them.


E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/7/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

EXERCISE: OPENING THE DOOR TO COLLABORATION

Objective: To practice formulating responses that invite collaboration.

Directions: For each scenario, write a response that is designed to invite collaborative discussion about the problem—in other words, a response that you hope will begin a constructive conversation instead of an argument.

Example:

Your sister borrows your clothes without asking.

Collaborative response:

“Stephie, I’m frustrated about trying to find something clean to wear for tonight since the clothes I expected to have available are in the laundry. I don’t mind sharing my things with you, but we need to talk about how to make this work so I’m not inconvenienced this way.”

1. Your boss continually asks you to do work that is not part of your job description.

Collaborative response:

2. Your significant other has been volunteering to work overtime, and it is cutting into spending time together as a couple.

Collaborative response:

3. Your best friend has been making excuses about paying back money that you lent him/her.

Collaborative response:

4. Members of a group class assignment have not been doing their share of the work.

Collaborative response:

5. A neighbor's dog barks frequently at night, disturbing your sleep.

Collaborative response:

Grading Rubric:

Assignment is worth 15 points. The grading scale is listed below.

- 3 Excellent. Demonstrates understanding of conflict and collaboration.
- 2 Average. Need to formulate more concrete examples of evidence
- 1 Needs improvement. Little to none substantive examples of evidence.

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Art, Sciences, and Learning Support
Course Number, Title, Credits	COMM 2120 Interpersonal Communication (3 credits)
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	New Mexico Junior College
Name and Title of Contact Person	Lynda Newman – Department Chair/Professor
Email and Phone Number of Contact Person	lnewman@nmjc.edu ; 575-492-2826

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2120 Interpersonal Communication (3 credits)

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Define and describe basic interpersonal communication terms and concepts.
2. Identify and analyze interpersonal communication across a variety of personal and professional contexts in both face-to-face and mediated forms.
3. Identify and demonstrate a variety of skills that will enhance interpersonal communication
4. Analyze a variety of purposes of and goals in interpersonal communication interactions
5. Recognize diversity and ethical considerations in interpersonal interactions.

Institution-specific Student Learning Outcomes

1. Define the nature, elements, and axioms of interpersonal communication including the interaction between culture and interpersonal communication.
2. Explain how the concept of self, the process of perception, the act of listening, and the use of verbal and nonverbal messages determine the quality of interpersonal communication.
3. Demonstrate an understanding of the universals of interpersonal relationships, including knowledge of the growth and deterioration processes of relationships.
4. Discuss the major types of interpersonal relationships, including those of friendship, love, family and workplace, and how conflict and power issues can be handled effectively in each.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Early in the course, students watch and discuss videos filmed in different parts of the world that point out various cultural gaffes made by visitors who are unaware of cultural differences. Personal examples are usually a large part of the discussions because of our college's population of international students and diversity in our community. The discussions require students to apply what we have been learning about culture and the ensuing effect on communication. First, students discuss how personal misunderstandings develop from lack of cultural awareness. Then they apply it to their own lives and generate various strategies to avoid communication problems with people they know. Possible answers include educating ourselves through talking with people from other countries, reading about other cultures' traditions and religions, analyzing their own arguments by evaluating the choice points of the communication (analyzing the details of where arguments begin and go wrong), and developing skills in asking the right questions respectfully to develop empathy and understanding of the other person's point of view. Instructors assess students' knowledge through chapter tests, online discussion boards, and short response papers that summarize students' opinions during and after class discussions.

Throughout the course, instructors emphasize how verbal and non-verbal communication affect relationships. For instance, students watch videos that focus on people who are lying and possibly exhibiting particular facial expressions. Students then discuss and write opinion papers supporting whether or not they believe the research depicted in the videos is valid, while also explaining how lying affects relationships. Another form of nonverbal communication is personal space. Instructors demonstrate personal space to students by taking them outside where they stand in lines, shoulder-to-shoulder, with the two lines facing each other. When asked, the students walk toward each other and then stop when the instructor directs. Students measure the distance at the various points that they become uncomfortable with the personal space. A discussion and response paper ensues about how that nonverbal

communication can influence our interactions with others. Student learning is assessed through chapter tests, online discussion boards, opinion essays, and response papers.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

An important skill in developing successful interpersonal communication is effective listening. Students engage in a two-part project. During the first phase of the project, they observe a particular person during a significant conversation (one that is focused on something of importance to the individuals). The student summarizes the conversation but then analyzes how the person effectively or ineffectively moved through the five stages of effective listening. The student includes specific evidence and examples of how the person was successful or explains their reasoning as to how the person could have improved their listening skills, thus improving communication. The second part of the project is a self-analysis of one of their own significant conversations. Again, they site the evidence of how they did or didn't follow the five stages of listening. In addition, they include their conclusion of how well they did and why or their evaluation of how their listening skills could have been improved. Instructors assess the students using a rubric to grade their reports.

Another important assignment focuses on students analyzing a relationship that is important to them. Students describe the stages of their relationship from beginning to present and provide examples of each stage from contact, intimacy, conflict, and then repair or dissolution. The students describe a problem encountered in the relationship, and then provide evidence as to how they effectively or ineffectively applied strategies we have been studying in the course (cultural awareness, awareness of self, effective listening, power and control, etc.). The instructor assesses their learning through the use of a rubric when grading their reports.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

N/A

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Another important topic in the course is awareness of self. Students complete online surveys and "quizzes" that identify possible individual personality traits of the student (extrovert/introvert, perfectionism, lack of assertiveness, etc.) to encourage self-reflection and becoming more aware of self. In addition to reading the online analysis and results of the surveys/quizzes, students read research and articles focused on those areas. Then they write a report that compares the information in the articles with the results of their personal quizzes. The validity of the information and how accurate they feel the surveys depicted their own personalities and tendencies is included. Students also explain how their personal characteristics influence how they deal with their own stress, their decisions, and ultimately their relationships with people. Instructors use the students' essays to assess their understanding of the material, their abilities to analyze the validity of resources, and the use of critical thinking in applying the information to their own lives.

E. Supporting Documents

Sample Course Rubric Attached (recommended) – ***LISTENING ASSIGNMENT WITH RUBRIC ATTACHED***

Sample Assessment Attached (required) ***LISTENING ASSIGNMENT WITH RUBRIC ATTACHED***

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

https://www.nmjc.edu/about/institutional_effectiveness/documents/assessment/Assessment%20of%20Student%20Learning%20-%20Fall%202014.pdf

This course meets institutional standards for general education.



Signature of Chief Academic Officer

Date

11/6/2018

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

BECOMING A BETTER LISTENER

Answer questions in **both Part A and Part B**. Examples are in the next two lines of the module.

See rubric at bottom of page.

PART A: OBSERVE THE LISTENER

You hear many conversations each day. Choose one for this assignment. The best conversations are ones that have **emotion or are about a subject that is significant to the individuals**. In other words, the topic of conversation should be fairly deep to allow you to really observe whether the person is actively listening and responding in the stages discussed in the chapter. For example, someone may be discussing a problem, or someone is arguing with someone else, etc.

You may be in a group of friends who are talking, or maybe you just overhearing someone else having a conversation and they don't know you are listening. Ummm...yes, that's eavesdropping; but for once you don't have to feel guilty (well not too much), and you even get points for doing it!

Or, if you truly haven't been able to find a good conversation to observe and analyze, you may result to watching an interview on television and use the listener in that dialogue as your subject. Example: The Ellen Show, a late-night TV show where guests are invited, a news reporter interviewing someone, etc.

For this assignment, focus on **ONE** of the people in the conversation who is in the role of the "listener." The person may also be talking, but **observe him/her during listening periods**. **Your job will be to judge and evaluate whether or not the person used good listening skills according to the criteria (questions) below.**

Describe how the LISTENER responded (or didn't respond) in each of the **five stages** of listening described in Chapter 6. Copy/paste my headings below into your document, first. Then follow the headings with your answers. Try to address all of the bullet points under each heading, if possible. If the person you observe does not demonstrate the listening behaviors in some of the stages, then just tell what *should* have occurred, but didn't. Explain what would have been helpful in the conversation.

Questions

1. Stage One: Receiving

- Focus your attention (don't rehearse what you'll say next)
- Avoid distractions (turn off phones, TV, etc.)
- Avoid interrupting

2. Stage Two: Understanding

- Avoid *assuming* you understand what the speaker is going to say
- See it from the speaker's point of view
- Ask questions (clarify your understanding)
- Rephrase speaker's ideas (paraphrase)

3. Stage Three: Remembering

(You may be able to tell that the listener is trying to remember the information by the questions they ask and/or statements they make. If you don't observe any behaviors that show you this stage, just state that you were not able to observe those behaviors.)

- Focus on central ideas
- Organize what you hear (summarize)
- Tie the new information with the old
- Repeat names and key concepts silently or aloud

4. Stage Four: Evaluating

(See note under Stage 3—same applies here.)

- Resist evaluation too soon
- Distinguish facts from opinions
- Identify any biases, self-interests or prejudices possibly held by the speaker
- Recognize fallacious (inaccurate) reasoning held by the speaker. You may notice name-calling, testimonial, or bandwagon types of conversation.

5. Stage Five: Responding/Feedback.

Make supportive responses while and after the speaker is talking.

Strategies:

- Support with verbal and nonverbal cues (short verbal responses, nodding head, leaning forward, eye contact)
- Own responses - uses “I” language (doesn't use words like “everyone” or “nobody”)
- Don't try to solve the person's problem unless asked for advice
- Avoid completing thoughts (listens a little and then finishes the speaker's thoughts)

PART B: PARTICIPATION - YOU ARE THE LISTENER

Directions: **Now YOU are the listener. Observe yourself!** Either wait for a conversation that happens naturally, or start a conversation and attempt to apply the various aspects of all five stages of listening. After the conversation, evaluate your own listening skills.

- Use the same headings that you used in Part A.
- Analyze and state how you applied each of the strategies in each of the five stages. If you did not do well in an area, explain what you could have done differently. Be sure you include a comment for each of the five stages.
- At the end, evaluate yourself. State how you feel you did overall. Did you feel that you were a good listener?

Instructions

- Be sure you have completed **BOTH PARTS A AND B** above, before you submit your assignment.

- See the **example of "A" papers in the next line of the module.**
- Part of your grade will be based on attention to **proper writing skills** (including spelling, punctuation, and sentence structure). Have someone proofread your paper, if needed. The Academic Success Center in Mansur Hall may be able to help.
- **Total Length: 850 -1500 words** When you type your paper in Word, your computer will automatically count the words for you. Be sure you give enough detail so I can understand the conversation! Refer to your conversation in such a way that I can have a clear picture of what you are doing/saying and thinking. *Read the student papers (examples) in the Module to get a clearer picture of what I am looking for in your assignment.*
- View criteria for your assignments on the **grading rubric at the bottom of this page.**

Steps to submit your assignment through Turn-It-In

1. Scroll down and **click the box at the bottom of this page to "load"** the assignment.
2. Click the **Upload icon.**
3. Then click the **"Upload a file" tab.**
4. **Enter a title for your paper.** Then click **"Select a file to upload"** and choose your document.
5. Wait for your file to upload. Click **"Open."**
6. Wait for it to upload, again. Be sure it is the correct file. If so, then click **"Accept Submission-Save."**

If you further detail on how to submit through Turn-It-In, click the following link for how to submit your assignment: <https://www.nmjc.edu/userfiles/dhulsey/LTI/SubmitTurnitinLTI.pdf>

Grading Rubric

Becoming a Better Listener

"A" Paper	"B" Paper	"C" Paper	"D" Paper	"F" Paper
<ul style="list-style-type: none"> • Includes enough description and detail so reader can easily follow the conversation throughout the report, as seen in the examples provided in the module. • Examples of good or poor listening techniques are noted in <u>each stage</u> and <u>reflect information in text throughout the report.</u> • Writing is free of errors, organized, and meaning is clear (punctuation, spelling, grammar, typos, etc.). 	<p>The components of an "A" paper are included most of the time. The work demonstrates good understanding of all or most of the stages of listening.</p>	<p>The components of an "A" paper are included some of the time, but many are lacking. The work demonstrates some understanding of all or most of the stages of listening.</p>	<p>Most of the components of an "A" paper are missing, but a few are evident. A part of the report may be missing. The work does not demonstrate an overall understanding of the stages of listening.</p>	<p>Evidence of difficulty with most or all of the components. Lack of evidence in report to demonstrate a clear understanding of the stages of listening. Directions may not have been</p>

<ul style="list-style-type: none"> • All directions are followed and report includes both Part A and Part B. • Demonstrates critical thinking and the ability to analyze listening behaviors as a means of good communication. • Report is submitted on time. 				<p>followed and pieces of the report may be missing.</p>
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NEW MEXICO HIGHER EDUCATION DEPARTMENT

SUSANA MARTINEZ
GOVERNOR



DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Department of Communication
Course Number, Title, Credits	COMM 2140, Small Group Communication, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Patricia Dobson, Chair of Department of Communication
Email and Phone Number of Contact Person	Patricia.dobson@enmu.edu; 575-562-2130

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2140, Small Group Communication

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Apply basic group communication principles in a variety of contexts; 2. Demonstrate effective group interaction skills in a variety of contexts; 3. Identify and apply group communication strategies and skills that

facilitate the achievement of group goals in a variety of contexts; 4. Explain and apply the principles and practices of ethical communication in a variety of group contexts.

Institution-specific Student Learning Outcomes

LO #1: Students will create effective communication products employing narrative structure. LO #2: Students will apply theories to analyze communication content. LO #3: Students will apply ethical principles in professional settings.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will demonstrate Genre & Medium Awareness, Application & Versatility through written and oral assignments including weekly chapter reflections, discussions, role-plays, presentations, group projects (for real clients), observation exercises (informal writing). Students will demonstrate Strategies for Understanding & Evaluating Messages, Evaluation and Production of Argument in a group position paper, where students as a group will select a topic, divide duties and areas of research, and provide evidence and examples to make and defend the group's (formal writing). The sequence is formation of group leader, hierarchy and protocols, debate (group members fight for topic), assignment of research and presentation order for each group member. These are given twice each semester. There is a formal 'group debriefing' following each of the papers, in which the group as a whole is evaluated, group members complete self-evals and evals of group members (including identification of conflicts, solutions to issues and problems, etc.). Areas explored include Critical thinking, problem solving, organizational skills, conflict negotiation, group norms, rules, roles, leadership, group formation, verbal and nonverbal communication, workplace relationships and dynamics, presentation skills, good/bad groups, appropriate behavior in group settings, listening, research, meetings

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will complete several observations of on- or off-campus meetings (including city or county council meetings), engage in in class discussions, role-plays, short debates, and other activities. They demonstrate their skills on weekly chapter quizzes. Students acquire skills from these smaller exercises, which are then applied to the larger group position papers and subsequent public group presentations. Students will watch and observe group interactions (and interpersonal communication behaviors) in the classic or contemporary version of "Twelve Angry Men" prior to the first position paper. Students will then be assigned groups in which they'll form their hierarchy, debate topics and issues, how they'll write the paper and organize the presentation, audience analysis, gathering and interpretation of evidence, and address/solve issues within their own group structure. Students will complete several observations of meetings, group projects, engage in in class discussions, role-plays, short debates, and other activities. They demonstrate their skills on weekly chapter quizzes. Students acquire skills from these smaller exercises, which are then applied to the larger position papers and subsequent public group presentations.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students are given an introduction to using library resources and databases, i.e. CMMC (Communication and Mass Media Complete). Students select a group communication concept (from class textbook), and then are walked through the database and how to conduct a search, including tweaking of search terms, academic publications, reading citations, full-text documents, related searches. This happens at the beginning of the semester. Students are then put into a small group to complete a simple research assignment of their own, choosing a different group communication concept and finding an academic journal article related to that concept. Each group presents their article and findings to the class.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/5/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

COMM 2140: Group Communication
Position Paper #1
100 points possible

Purpose:

The purpose of this assignment is for each student to demonstrate knowledge of topics covered thus far in Group Communication. The position paper gives each student the opportunity to apply concepts from the text, lectures, and classroom discussions to real life examples and experiences. Each paper will be graded based on the originality and thoroughness of content, your ability to articulate and defend your chosen position, and the use of vivid and appropriate examples.

Requirements:

Each paper must be 2-4 pages in length (this means at least two *full* pages and no more than four), typed in 12 point Times New Roman with one inch margins.

Topic Selection:

Please choose one of the following topics to write your paper about. Keep in mind, the point of this paper is to choose a topic that you have a strong opinion about and about which you can provide suitable examples.

- In your opinion, what is the role of research and theory in the study of group communication? Which do you feel is more important and why?
- Defend or support the idea that communication within groups is constantly in motion and changing over time.
- Defend or support that communication is irreversible.
- Defend or support that relationships within a group is not necessary to creating/maintaining our “public” self.
- Does culture, gender, or personality have the most significant impact upon our communication style within a group setting?

RUBRIC FOR POSITION PAPER AND PRESENTATION FOR GROUP COMMUNICATION

Communication	Emerging	Developing	Proficient
<i>Strategies for Understanding and Evaluating Arguments</i>	The student outlines some or all of the main points to be discussed but does not name the topic or state a position.	The student identifies the topic, outlines some or all main points to be discussed, but doesn't clearly state a position.	Student clearly states topic and outlines the main points to be discussed. The student's position strongly and clearly stated.
<i>Evaluation and Production of Arguments</i>	Student includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	Student includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counterargument.
<i>Evidence and examples</i>	At least 1 of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the student's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.
<i>Teamwork</i>	Group did not work well together. There were obvious miscommunication issues and lapses in the presentation.	Group communicated relatively well with a few lapses in the presentation; some students dominated the presentation and	The group worked very well with each other and the presentation was shared equally among the group members.

			others did not participate much.	
<i>Presentation</i>	Presentation was not clearly organized. Transitions between members were jumpy or awkward. Presentation lacked order and was difficult to follow.		Presentation was fairly organized and easy to follow. Transitions might have been slightly discontinuous but did not take away greatly from the overall presentation.	Presentation was very organized and very easy to follow. Transitions between group members were well planned and cleanly executed.
Critical Thinking	Emerging	Developing	Proficient	
<i>Reasoning</i>	Attempts to use reasoning as appropriate to the situation	Uses reasoning as appropriate to the situation	Uses various types of reasoning as appropriate to the situation in a variety of conditions	
<i>Making judgments and decisions</i>	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs.	Makes attempts at analysis but is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs.	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs.	
	Does not attempt to understand the connection between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Is able to apply the connections between information and arguments in order to support a position	
	Looks at information, and rarely is able to draw a conclusion	Looks at information and sometimes is able to draw conclusions	Is able to look at information and successfully draw conclusions and apply to position	

Information & Digital Literacy	Emerging	Developing	Proficient
<i>Authority and value of information</i>	Student is not able to use technologies to access/identify information.	Student is able to access some information using technology (i.e. online search engines)	Student is able to access/identify appropriate and multiple types of information from multiple sources (i.e. library catalogs or databases, online search engines).
<i>Research as inquiry</i>	Student accepts information without question (e.g., quotes sources without evaluation).	Student articulates and/or applies basic evaluation criteria to information and sources. Determines if original information need has been satisfied or if additional information is needed.	Student clearly articulates and evaluates information and sources (e.g., differentiates between and uses primary and secondary sources). Recognizes applicability of information to other areas/ topics.
	Student does not recognize the social and ethical implications of the technological application, does not apply institutional politics (or abide by legal regulation), and/or does not reference the source of information	Student uses information in a way that aligns with institutional policies, and legal regulations. Sources are acknowledged	Student uses information in compliance with institutional policies, and/or legal regulations related to the use of that information. Demonstrates some understanding of how context is important when using sources and references these sources.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution - ENMU-Roswell

Department – Arts and Sciences Education

Course Number, Title, Credits – COMM 2140 –Dynamics of Group Behavior– 3 Credit Hours

Co-requisite Course Number and Title, if any

Is this application for your system (ENMU, NMSU, & UNM)? **NO**

Name and Title of Contact Person – P. Maureen Olguin

Email and Phone Number of Contact Person- maureen.olguin@roswell.enmu.edu 575-624-7262

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2120, Interpersonal Communication

List all learning outcomes that are shared between course sections at your institution.

Student Learning Outcomes:

1. Apply basic group communication principles in a variety of contexts.
2. Demonstrate effective group interaction skills in a variety of contexts.
3. Identify and apply group communication strategies and skills that facilitate the achievement of group goals in a variety of contexts.
4. Explain and apply the principles and practices of ethical communication in a variety of group contexts

D. Narrative

Explain what students **are going to do to develop the critical skills** (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will demonstrate Genre and Medium Awareness, Application and Versatility through written and oral assignments including group projects, discussions, and presentations. Students will demonstrate Strategies for Understanding and Evaluating Messages, Evaluation and Production Argument in Service Learning/Research Project as well as other small projects. Students select a cause and work in a group to complete a service project. This is a semester long project and includes research of not only the organization, but also communication concepts. In the Service Project, students apply their emerging skills through group work and through interacting with community members through service. Students gain understanding of differing communication contexts through working with people of different ages, races, genders, and socio-economic status. By completing self-assessments and through introspection, students complete written assignments on their listening ability, their view of self, and emotional intelligence. Students access web-based personality and self-assessments, they then read and interpret their results in order to complete a written assessment that is either submitted in hard-copy or uploaded to the Learning Management System.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will complete several observations of working groups, engage in class discussions, role-plays, and other activities. They demonstrate their skills on reading reaction papers. Students acquire skills from smaller exercises which they can then practice in the larger Service Project and Presentation. Students will complete several in-class mini group projects. Students acquire skills while working in the groups, researching key concepts, composing their presentation, and while presenting their results. The semester long project tests the skills students have learned as they apply them to situations that occur during the project. Students complete an individual summary as well as a team summary that relates the skills that were incorporated.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students conduct research on their Service Project as well as the communication concepts they have incorporated while completing their Team Project. Students are provided an overview of site and source credibility and are shown how to search for scholarly articles. Students set up digital means for communicating and often utilize Social Media for their team project announcements and discussions. Courses all have a shell on the Learning Management System and students are required to log-into that system to check grades and to access information

for the course. Information on plagiarism is covered and the ethics of communication is covered in the course as well. Student's work must be typed and is either submitted in hard-copy in class, uploaded to the course in the Learning Management System, or at times e-mailed to the instructor.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan We do not have a link yet; however, we are moving toward a link and will provide it as soon as it is live.

G. Relationship between Institutional Assessment Plan and this Course

This course has been revised recently as a direct result of the work my institution has been doing to create a clear and accurate Institutional Assessment Plan. When the General Education Task force issued the new requirements for integration of specific skills into general education courses, the Arts and Science Education Area began to work to look at what our courses were integrating and assessing and what adjustments needed to be made in the curriculum. Although a definitive plan is not written and available for this certification submission, the plan will be in-line with HED's new common course number and common core transfer requirements

This course meets institutional standards for general education.

Ken Maguire

11.9.18

Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

COMM 2140: Dynamics of Group Behavior
Service Project
100 Points

As a group decide on how you can incorporate what you are learning about group communication into helping others in the community.

Step One: Decide upon a service learning project – part of this will be completed in class. (Turn in your group membership with the roles of each member, a tentative timeline, phone numbers of each group member, and your group's topic)

Step Two: Inquiry– If you have chosen an organization to work with for your project. Contact them to find out their needs and what you might be able to help them with. NOTE – You CANNOT just volunteer at an event they are hosting – You have to create your own project to complete. Get the organization to write a letter to me approving your group's Service Project. (Turn in the letter! Before you can do ANYTHING, you will need to contact the organization and obtain a letter from them authorizing you to complete the project on their behalf. Please turn into me a signed letter from the organization showing that approval. NOTE: No other activities for your group can be started until you have this letter turned into me)

Step Three: Organize and plan - Create an action plan, timeline, and goals for the project. (Turn in action plan, timeline, and goals by _____)

Step Four: Complete your project - be sure to document all of the things you accomplish during your project. – Take pictures throughout the process so that you will have pictures for your presentation

Step Five: Research – Find scholarly articles that relate to the group communication skills you used, or needed to use in your group's project. As a group, discuss your articles and decide how to incorporate the information into your project as well as you individual and group summaries. In addition, gather information on the organization you are completing the project for to give background information during your presentation.

Step Six: Customize - Determine the best method of delivery for your group's project – Give information on at least two methods with pros and cons of each method as well as the reasoning for your selection of your method.

Step Six: Create your presentation. Presentation should have an overview of the organization, what their needs were, your plan of action to meet those needs, the original timeline and then an revisions you may have made, your group goals and an analysis of how your group met those goals (NOTE – it is okay if you do not meet all your goals. It is great if you exceed your goals!) and pictures of the Service Project's progression and completion.

Step Seven: Complete the Team Project Evaluation for your group and turn in the class AFTER your group has presented.

Presentation Portfolio -this will be turned in before your group presents and will be graded on the inclusion of and detail in:

1. Table of Contents
2. Minutes from each meeting – to include members present, actions taken, start and end time – **Spot Check of Meeting Minutes will be made!**
3. Description of project's beginning and result of completion.
4. Signed approval form/letter – **DUE BEFORE YOU START ANYTHING ELSE!!**
5. An action plan for your improvement project – to include:
 - a. Goals - Original goals and how they were met or exceeded
 - i. Goals due _____ (one week AFTER I receive signed approval form)
 - b. Timeline - Original Timeline and adjustments that were made
 - i. Timeline due _____ (One week after GROUPS ASSIGNED)
 - c. Method of delivery t-chart
 - d. End result ...
 - i. **What Communication skills did your group use in completing the project,**
 - ii. **How did you utilize Communication skills help your group with the project? This should be VERY detailed!**
6. An outline of the presentation
7. Your PowerPoint slides showing your service project from your presentation in class.
8. Resource listing – who did your group contact for information, or receive help or support from on the project.
9. A summary of the group process – and the overall feeling of the group on the project. **Weekly verbal or written progress reports will be taking each week once projects have been assigned.**

Your individual grade on the project will be determined by:

- ✓ Your help with project and the presentation to the class
- ✓ The group's completion of the project and presentation
- ✓ The group's portfolio
- ✓ Your Team Project Evaluation

Communication	Emerging	Developing	Proficient
<i>Strategies for Understanding and Evaluating Arguments</i>	The student outlines some or all of the main points to be discussed but does not name the topic or state a position.	The student identifies the topic, outlines some or all main points to be discussed, but doesn't clearly state a position.	Student clearly states topic and outlines the main points to be discussed. The student's position strongly and clearly stated.
<i>Evaluation and Production of Arguments</i>	Student includes 1 or fewer pieces of evidence (facts, statistics, examples, real-life experiences).	Student includes 2 pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement.	Includes 3 or more pieces of evidence (facts, statistics, examples, real-life experiences) that support the position statement. The writer anticipates the reader's concerns, biases or arguments and has provided at least 1 counterargument.
<i>Evidence and examples</i>	At least 1 of the pieces of evidence and examples is relevant and has an explanation that shows how that piece of evidence supports the student's position.	Most of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.	All of the evidence and examples are specific, relevant and explanations are given that show how each piece of evidence supports the student's position.
Critical Thinking	Emerging	Developing	Proficient
<i>Reasoning</i>	Attempts to use reasoning as appropriate to the situation	Uses reasoning as appropriate to the situation	Uses various types of reasoning as appropriate to the situation in a variety of conditions

<i>Making judgments and decisions</i>	Does not complete analysis or evaluation of evidence, arguments, claims or beliefs.	Makes attempts at analysis but is not thorough at analyzing and/or evaluating evidence, arguments, claims and beliefs.	Consistently is successful at analyzing and evaluating evidence, arguments, claims and beliefs.
	Does not attempt to understand the connection between information and arguments	Is able to understand there is a connection between information and arguments, but is not able to determine what they are on their own	Is able to apply the connections between information and arguments in order to support a position
	Looks at information, and rarely is able to draw a conclusion	Looks at information and sometimes is able to draw conclusions	Is able to look at information and successfully draw conclusions and apply to position
Information & Digital Literacy	Emerging	Developing	Proficient
<i>Authority and value of information</i>	Student is not able to use technologies to access/identify information.	Student is able to access some information using technology (i.e. online search engines)	Student is able to access/identify appropriate and multiple types of information from multiple sources (i.e. library catalogs or databases, online search engines).
<i>Research as inquiry</i>	Student accepts information without question (e.g., quotes sources without evaluation).	Student articulates and/or applies basic evaluation criteria to information and sources. Determines if original information	Student clearly articulates and evaluates information and sources (e.g., differentiates between and uses primary and

		<p>need has been satisfied or if additional information is needed.</p>	<p>secondary sources). Recognizes applicability of information to other areas/ topics.</p>
<p>Student does not recognize the social and ethical implications of the technological application, does not apply institutional politics (or abide by legal regulation), and/or does not reference the source of information</p>		<p>Student uses information in a way that aligns with institutional policies, and legal regulations. Sources are acknowledged</p>	<p>Student uses information in compliance with institutional policies, and/or legal regulations related to the use of that information. Demonstrates some understanding of how context is important when using sources and references these sources.</p>

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	HUM
Course Number, Title, Credits	COMM 2140, Group Communication, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Benjamin Cline
Email and Phone Number of Contact Person	Clineb@wnmu.edu

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

List all learning outcomes that are shared between course sections at your institution.

1. Be able to identify the nature of groups and their processes.
2. Learn group decision making and problem-solving skills;
3. Identify and analyze roles played by group members;
4. Learn group presentation skills;
5. Describe communication functions in various types of small group communication;
6. Recognize how the decision-making and interactive processes work in small group communication
7. Identify, analyze and improve individual communication behaviors and skills within the small group;
8. Successfully complete written and oral exercises which demonstrate competency in small group communication principles.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

The students learn to communicate in small groups. They are hermeneutics for group understanding and dialectics for group problem solving. They are taught to create arguments that sway members of a group and taught to create arguments as a group that will sway those outside. They are required to engaged in group presentation both online and face-to-face and to learn to do work through multiple media.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students are taught to dialectic group process in order to understand the role group reasoning is used to solve problems, evaluate evidence and come to reasonable conclusion. They are given the tools of both cooperative and competitive game modeling in order to see the differences in problem solving in competitive and cooperative communication climates.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

N/A

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students are taught to place information into three categories, “okay sources” which are generally not the best, but given a dearth of better sources might be okay and are certainly fine for a source of fun, pithy quotes, but may not be reliable. “Good sources” which are checked by “the test of time,” editorial boards, etc. These include legitimate news sources and religious texts. In general these should not be dismissed out of hand but sometimes reflect a bias situational or personal. Finally, we have “excellent sources” which are sources that pass peer-review. We show the students how to access library resources to get peer reviewed materials, how the peer-review process works, and why it is generally reliable.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer,

Date

William J. Crocker, VPAA

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Unit 1 Project Assignment:

DUE September 23

20% of course grade

The purpose of these projects is to give you the opportunity to show your broadening knowledge of the course materials in a creative synthesis.

For each of the options, you will be required to do the following in a 700 - 1000 word essay (double-spaced, Times New Roman 12 point font, 1" margins all around) creative project PLUS a one page Project Reflection:

1. Incorporate materials from assigned readings and class activities
 2. Synthesize that information in a creative manner that reflects your individual critical thinking about this topic/set of topics
 3. Communicate your findings in a clear, logical, and effective manner
- **This assignment is open book and open notes.**
 - **Students may use the Writing Center and Humanities 176 supplemental instructors in preparing to submit this final exam.**
 - **All assignments must be submitted in Canvas as a .docx or .pdf and will be checked for plagiarism through turnitin.com.**
 -

Write a 750-1000 word essay (or the speaking equivalent) addressing the following prompt:

Examine how cooperative gaming helped you to understand group development, group roles, and how gaming can synthesize group climate.

Your one page reflection must have the following to meet the minimum requirements for this assignment:

1. The main point/thesis/argument that you were trying to prove in your project
2. Explain how your project seeks to answer at least two of the following big questions:
 - What is Truth?
 - What is Justice?
 - What does it mean to be Human?
 - How should we live?

3. It must clearly address COMM 221 course content from the first half of semester (class discussion, other course readings, class activities).

Project Content	15.0 pts Exceeds required relevant content	13.0 pts Meets relevant content criteria. Some content may not be relevant and/or the content approaches 2 pages/5 minutes minimum	11.0 pts Meets basic content criteria with mostly relevant content. Some content may not be relevant and/or the content approaches 2 pages/5 minutes minimum	9.0 pts Does not yet meet basic relevant content criteria. Content is mostly not relevant and/or contains approximately 1 page/3 minutes	7.0 pts Content is inappropriate, irrelevant, or insufficient.	15.0 pts
This criterion is linked to a Learning OutcomeInspiration from Course Materials (information literacy)	10.0 pts Clear and direct inspiration from lecture/discussion course materials(where possible)	8.0 pts Clear inspiration from lecture/discussion course materials (where possible)	7.0 pts Loosely inspired by course materials	6.0 pts Tangentially inspired by course materials. Material that should have been incorporated is missing.	5.0 pts No clear connection to course materials where materials were available for use.	10.0 pts
This criterion is linked to a Learning OutcomeUse of outside credible sources (Information Literacy)	10.0 pts Appropriate and relevant use of more than the 2 required credible outside sources	8.0 pts Relevant use of 2 or more credible outside sources	7.0 pts Mostly appropriate and relevant use of 1-2 sources, but there are a few challenges with source selection and/or use.	6.0 pts Challenges with relevance or appropriate source material, but the effort is made to incorporate sources.	5.0 pts Project lacks outside sources, credible outside sources, or relevant source material.	10.0 pts

<p>This criterion is linked to a Learning Outcome Creative synthesis of materials (critical thinking)</p>	<p>15.0 pts Creative and original synthesis of materials</p>	<p>13.0 pts Creative synthesis of materials</p>	<p>11.0 pts Competent synthesis of materials with an effort to be creative</p>	<p>9.0 pts Little effort is made to synthesize materials and/or little effort to be creative in approach</p>	<p>7.0 pts Minimal or no visible effort to be creative and/or to synthesize materials.</p>	<p>15.0 pts</p>
<p>This criterion is linked to a Learning Outcome Communication (Communication)</p>	<p>10.0 pts Exceptionally effective written/spoken/visual communication</p>	<p>8.0 pts Overall effective written/spoken/visual communication</p>	<p>7.0 pts While there are some communication errors, overall the reader/viewer clearly understands the main idea and details.</p>	<p>6.0 pts There are significant communication errors that prevent the reader/viewer from following the project ideas.</p>	<p>5.0 pts There are too many errors for this project to receive a passing grade.</p>	<p>10.0 pts</p>
<p>This criterion is linked to a Learning Outcome Organization (Communication)</p>	<p>10.0 pts Exceptionally clear, effective, and logical organization</p>	<p>8.0 pts Logical organization</p>	<p>7.0 pts Logical organization with some gaps/transitional issues.</p>	<p>6.0 pts Formulaic organization that is often difficult to follow. Reads more like fragmented pieces rather than a unified project</p>	<p>5.0 pts Little apparent effort to organize project</p>	<p>10.0 pts</p>

<p>This criterion is linked to a Learning Outcome Explanation/Analysis of Project (critical thinking)</p>	<table border="1"> <tr> <td data-bbox="485 97 768 162">10.0 pts</td> <td data-bbox="768 97 1052 162">8.0 pts</td> <td data-bbox="1052 97 1251 162">7.0 pts</td> <td data-bbox="1251 97 1535 162">6.0 pts</td> <td data-bbox="1535 97 1839 162">5.0 pts</td> </tr> <tr> <td data-bbox="485 162 768 472">Clear and effective explanation/analysis of project decisions</td> <td data-bbox="768 162 1052 472">Clear and mostly effective explanation/analysis of project decisions</td> <td data-bbox="1052 162 1251 472">Basic explanation and analysis</td> <td data-bbox="1251 162 1535 472">Explanation/analysis does not reach minimum standards but at least summarizes the project and the choices made to create it</td> <td data-bbox="1535 162 1839 472">Little or no explanation/analysis provided or it's inappropriate or ineffective</td> </tr> </table>					10.0 pts	8.0 pts	7.0 pts	6.0 pts	5.0 pts	Clear and effective explanation/analysis of project decisions	Clear and mostly effective explanation/analysis of project decisions	Basic explanation and analysis	Explanation/analysis does not reach minimum standards but at least summarizes the project and the choices made to create it	Little or no explanation/analysis provided or it's inappropriate or ineffective	<p>10.0 pts</p>
10.0 pts	8.0 pts	7.0 pts	6.0 pts	5.0 pts												
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<p>This criterion is linked to a Learning Outcome Documentation of Sources (Information Literacy)</p>	<table border="1"> <tr> <td data-bbox="485 540 747 618">10.0 pts</td> <td data-bbox="747 540 1020 618">8.0 pts</td> <td data-bbox="1020 540 1251 618">7.0 pts</td> <td data-bbox="1251 540 1608 618">6.0 pts</td> <td data-bbox="1608 540 1839 618">5.0 pts</td> </tr> <tr> <td data-bbox="485 618 747 951">Follows APA documentation effectively for in-text citations and references page</td> <td data-bbox="747 618 1020 951">Clear and effective documentation (no plagiarism) and strong effort to document sources correctly</td> <td data-bbox="1020 618 1251 951">Effort is made to cite and document sources, though there are errors in content and/or formatting</td> <td data-bbox="1251 618 1608 951">Although there is some effort to cite and document, there are challenges with direct quotes/paraphrasing and/or source citations.</td> <td data-bbox="1608 618 1839 951">Material is not documented or not documented properly</td> </tr> </table>					10.0 pts	8.0 pts	7.0 pts	6.0 pts	5.0 pts	Follows APA documentation effectively for in-text citations and references page	Clear and effective documentation (no plagiarism) and strong effort to document sources correctly	Effort is made to cite and document sources, though there are errors in content and/or formatting	Although there is some effort to cite and document, there are challenges with direct quotes/paraphrasing and/or source citations.	Material is not documented or not documented properly	<p>10.0 pts</p>
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<p>This criterion is linked to a Learning Outcome Professional Presentation (Social and Personal Responsibility)</p>	<table border="1"> <tr> <td data-bbox="485 954 684 992">10.0 pts</td> <td data-bbox="684 954 894 992">8.0 pts</td> <td data-bbox="894 954 1188 992">7.0 pts</td> <td data-bbox="1188 954 1650 992">6.0 pts</td> <td data-bbox="1650 954 1839 992">5.0 pts</td> </tr> <tr> <td data-bbox="485 992 684 1351">Professional academic quality and presentation</td> <td data-bbox="684 992 894 1351">Effort to meet professional standard for academic quality and presentation</td> <td data-bbox="894 992 1188 1351">Competent academic quality and presentation, but the product has formatting/layout inconsistencies</td> <td data-bbox="1188 992 1650 1351">Challenges in format/presentation/performance that make this project appear less than college level quality</td> <td data-bbox="1650 992 1839 1351">Little apparent effort went into presenting the project.</td> </tr> </table>					10.0 pts	8.0 pts	7.0 pts	6.0 pts	5.0 pts	Professional academic quality and presentation	Effort to meet professional standard for academic quality and presentation	Competent academic quality and presentation, but the product has formatting/layout inconsistencies	Challenges in format/presentation/performance that make this project appear less than college level quality	Little apparent effort went into presenting the project.	<p>10.0 pts</p>
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<p>This criterion is linked to a Learning Outcome Communications 2018-19</p> <p>threshold: 3.0 pts</p>	<table border="1"> <tr> <td data-bbox="485 152 722 643"> <p>5.0 pts</p> <p>Far Exceeds Standard: Excels in communicating thorough content and presenting it in a compelling structure with few errors.</p> </td> <td data-bbox="726 152 1056 643"> <p>4.0 pts</p> <p>Exceeds Standard: Consistently demonstrates the ability to 1. explain content thoroughly 2. use a logical structure to convey content 3. follow standard English conventions, though there may be grammar/punctuation errors.</p> </td> <td data-bbox="1060 152 1390 643"> <p>3.0 pts</p> <p>Meets Standard: Demonstrates the ability to 1. explain content thoroughly 2. use a logical structure to convey content 3. follow standard English conventions, though there may be grammar/punctuation errors.</p> </td> <td data-bbox="1394 152 1608 643"> <p>2.0 pts</p> <p>Approaches Standard: Demonstrates only basic content and/or has significant difficulty with structure and/or conventions.</p> </td> <td data-bbox="1612 152 1829 643"> <p>1.0 pts</p> <p>Falls Far Below Standard: Does not communicate basic content in a logical, clear, or readable product (written or oral medium).</p> </td> </tr> </table>					<p>5.0 pts</p> <p>Far Exceeds Standard: Excels in communicating thorough content and presenting it in a compelling structure with few errors.</p>	<p>4.0 pts</p> <p>Exceeds Standard: Consistently demonstrates the ability to 1. explain content thoroughly 2. use a logical structure to convey content 3. follow standard English conventions, though there may be grammar/punctuation errors.</p>	<p>3.0 pts</p> <p>Meets Standard: Demonstrates the ability to 1. explain content thoroughly 2. use a logical structure to convey content 3. follow standard English conventions, though there may be grammar/punctuation errors.</p>	<p>2.0 pts</p> <p>Approaches Standard: Demonstrates only basic content and/or has significant difficulty with structure and/or conventions.</p>	<p>1.0 pts</p> <p>Falls Far Below Standard: Does not communicate basic content in a logical, clear, or readable product (written or oral medium).</p>	<p>--</p>
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<p>This criterion is linked to a Learning Outcome Critical Thinking 2018-19</p> <p>threshold: 3.0 pts</p>	<table border="1"> <tr> <td data-bbox="485 751 764 1203"> <p>5.0 pts</p> <p>Far Exceeds Standard: Excels in critical thinking by raising important and big questions and by conducting research above and beyond course requirements.</p> </td> <td data-bbox="768 751 1062 1203"> <p>4.0 pts</p> <p>Exceeds Standard: Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.</p> </td> <td data-bbox="1066 751 1356 1203"> <p>3.0 pts</p> <p>Meets Standard: Demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.</p> </td> <td data-bbox="1360 751 1608 1203"> <p>2.0 pts</p> <p>Approaches Standard: Inconsistently demonstrates critical thinking and/or engagement with the course material.</p> </td> <td data-bbox="1612 751 1829 1203"> <p>1.0 pts</p> <p>Falls Far Below Standard: Does not demonstrate critical thinking skills.</p> </td> </tr> </table>					<p>5.0 pts</p> <p>Far Exceeds Standard: Excels in critical thinking by raising important and big questions and by conducting research above and beyond course requirements.</p>	<p>4.0 pts</p> <p>Exceeds Standard: Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.</p>	<p>3.0 pts</p> <p>Meets Standard: Demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.</p>	<p>2.0 pts</p> <p>Approaches Standard: Inconsistently demonstrates critical thinking and/or engagement with the course material.</p>	<p>1.0 pts</p> <p>Falls Far Below Standard: Does not demonstrate critical thinking skills.</p>	<p>--</p>
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<p>This criterion is linked to a Learning Outcome Information Literacy 2018-19 threshold: 3.0 pts</p>	<p>5.0 pts Far Exceeds Standard: Excels in demonstrating information literacy by delving into more sophisticated content and/or creating a more sophisticated application, explanation, and/or interpretation</p>	<p>4.0 pts Exceeds Standard: Consistently demonstrates ability to understand, explain, and evaluate content and apply ideas/information within another context.</p>	<p>3.0 pts Meets Standard: Demonstrates ability to understand, explain, and evaluate basic content and apply basic ideas/information within another context.</p>	<p>2.0 pts Approaches Standard: Demonstrates only basic information literacy skills. The comprehension, interpretation, explanation, evaluation, and/or application is overly general or simplistic.</p>	<p>0.0 pts Falls Far Below Standard: Does not demonstrate basic information literacy in comprehension, interpretation, explanation, evaluation, and/or application.</p>	<p>--</p>
<p>Total Points: 100.0</p>						

COMM 221 WKSP:Group Communication

CRN: 22075

Instructor's Name: Benjamin J. Cline

Office: 206 Bowden Hall

Office Hours: 10:00-11:00 MW or by appointment

Personal Phone: (775)557-5131 **(Call or text any time!!!)**

Office Phone: (575) 538-6536

Email: clineb@wnmu.edu

Required Items

Required Texts

Title: *In Mixed Company: Communicating In Small Groups and Teams: Ninth Edition*

Author: J. Dan Rothwell **Year:** 2016

Publisher: Cengage Learning **ISBN:** 978-285-44460-4

Other Required Items:

1. Appropriate Clothing for Our Final Presentation.
2. Access to a computer from which you will access Canvas daily.
3. A notebook and pen or other device for daily note taking.
4. Access to a set of role-playing dice or a role playing dice application or website like this one <https://www.wizards.com/dnd/dice/dice.htm> (Links to an external site.)
5. A flexible mind and a good work ethic because this class is going to be crazy!!!

Course Goals—the student will:

9. Participate in a variety of small group activities and assignments;
10. Be able to identify the nature of groups and their processes.
11. Learn group decision making and problem-solving skills;
12. Identify and analyze roles played by group members;

13. Learn group presentation skills;
14. Describe communication functions in various types of small group communication;
15. Recognize how the decision-making and interactive processes work in small group communication
16. Identify, analyze and improve individual communication behaviors and skills within the small group;
17. Identify, analyze and improve group communication behaviors and skills within the small group; and
18. Successfully complete written and oral exercises which demonstrate competency in small group communication principles.

Reading Requirements

Communication Competence: Chapter 1	Due Jan 14
Groups as Systems: Chapter 2	Due Jan 19
Groups Development: Chapter 3	Due Jan 26
Developing a Group Climate: Chapter 4	Due Feb 2
Roles in Groups: Chapter 5	Due Feb 9
Group Leadership: Chapter 6	Due Feb 16
Developing effective teams: Chapter 7	Due Feb 23
Defective Group Decision Making: Chapter 8	Due Mar 1
Critical thinking: Appendix B	Due Mar 15
Effective Group Decision Making: Chapter 9	Due Mar 22
Robert's Rules of Order	Due Mar 29
Power In Groups: Chapter 10	Due Apr 5
Conflict Management in Groups: Chapter 11	Due Apr 12
Group Oral Presentation: Appendix A	Due Apr 26
Technology and Virtual Groups: Chapter 12	Due May 5

Graded Assignments:

Cooperative Gaming: To be Played Out in Class

Cooperative Gaming: Modern RPG	Due Jan 21	100 Points Possible
Snacks on a train	Due Jan 28	100 Points Possible
Creating a Group Climate	Due Feb 4	100 Points Possible
The Disrupter	Due Feb 11	100 Points Possible
Meeting C(t)U	Due Feb 18	100 Points Possible
Getting together	Due Feb 25	100 Points Possible
End Kody	Due Mar 3	100 Points Possible

Competitive Gaming

Rules of the Game	Due Mar 17	100 Points Possible
Play through the game	Due Mar 24	100 Points Possible

Shakespeare Festival Planning

Create Role For Shakespeare Festival	Due Mar 31	100 Points Possible
Make a Plan	Due Apr 7	100 Points Possible
Follow Through	Due Apr 14	100 Points Possible
Continued Follow Through	Due Apr 19	100 Points Possible
Actual Shakespeare Festival	Due Apr 22	500 Points Possible

Research Symposium

Prepare a Presentation

Due Apr 28

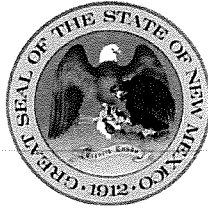
100 Points Possible

Present at the Symposium

Due May 3

500 Points Possible

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Communication, Humanities, and Social Sciences
Course Number, Title, Credits	COMM 2150, Communication for Teachers, 3 credits
Co-requisite Course Number and Title, if any	none
Is this application for your system (ENMU, NMSU, & UNM)?	n/a
Name and Title of Contact Person	Pam Gerber, Instructor, Communication, CHSS, CNM
Email and Phone Number of Contact Person	pgerber2@cnm.edu 505-224-3000 ext.52796

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2150 Communication for Teacher

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Define and demonstrate various components of effective classroom communication.

2. Recognize one's own strengths and weaknesses in classroom communication and describe ways to improve
3. Recognize how culture shapes classroom communication strategies and describe ways to ethically connect and communicate with a diverse student population
4. Design communication strategies to achieve particular classroom goals

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

The course introduces students to various communication genres and mediums in order to cultivate effective classroom communication skills. This includes the ability to understand and communicate complex concepts, evaluate and produce arguments, and to incorporate effective communication strategies into lesson plans and speeches. Major components that are stressed in classroom communicative interactions include audience, purpose, and context. Emphasis is placed on elements of public speaking and engagement with the audience to highlight application and versatility. Awareness of strength and limitations of oral and written mediums, dependent on context and audience, is also addressed. Students are assessed on these skills through informal assessments and formal presentations, and through different mediums such as written, oral, and visual aids. Moreover, student assessments include reflection in which students evaluate their communication strategies, performance, and effectiveness, and that of others.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Throughout the course, students participate in a variety of assessments which cultivate and demonstrate critical thinking skills of problem setting, evidence acquisitions, and reasoning. For example, one particular assessment requires students to demonstrate these skills during an in-class group activity by identifying a problem in classrooms and corresponding solutions. As part of this assessment, students define what the problem looks like and who it affects, engage in perspective-taking by considering different views on the problem, identify potential solutions, research and gather data necessary to address the problem, evaluate the information, and posit a solution. Students are formally assessed based on their ability to describe components of the problem, gather evidence to support solutions, evaluate relevance of evidence, identify biases or logical fallacies, and present well-reasoned conclusions on how the solution will effectively solve the problem.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

Oral presentations are a valuable way to develop Information & Digital Literacy skills; this course emphasizes public speaking skills which include research, planning, and delivery. Effective research skills include the formulation of a key questions, theses statements, identification of main points, evaluation, quoting, summarizing, paraphrasing, and appropriately citing sources. Students employ information structures to select and organize information and communicate information in both oral and visual formats. This is assessed through formal in-class presentations such as mini-lectures and demonstrations. Lessons are also structured around how to understand, create, design, and communicate in digital environments and through technology. As part of their oral presentations, students produce digital visual aids to facilitate comprehension of content presented. Students are formally assessed on their abilities to effectively research, plan, produce, and communicate content.

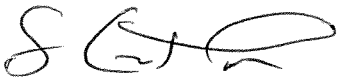
E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution’s General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/02/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Lecture Mini-lesson II

The purpose of this mini-lesson is to allow you to practice lecture preparation and presentation skills. The content and level should be appropriate for your target grade.

- I. **Topic:** Select a topic that is appropriate for lecture and that can be taught in 7-9 minutes. Consider how much unfamiliar information your target grade level can grasp within the time limit.
- II. Develop an **introduction** which
 - A. Captures student interest and builds rapport
 - B. Includes a clear thesis statement (previewing the lecture content)
- III. Develop a **body** which
 - A. Draws in students creatively in an informative or persuasive manner
 - B. Creates a coherent lesson
 - C. Provides major supporting material & supporting details
 - D. Provides at least two types of supporting materials
 - E. Provides effective organization
 - F. Offers visual aids: connected, neat, large enough, smoothly incorporated
 - G. Chooses language and approaches to the topic that create interest
 - H. Incorporates student relevant examples
 - I. Incorporates transitions, internal previews/summaries to create smoothness
- IV. Develop a **conclusion** which includes
 - A. a restatement of the thesis
 - B. detailed summary of the major points of the lecture (more than a listing)
 - C. a sense of closure
- V. **Rapport and Delivery** should be aimed at the target grade level and include
 - A. Facial expressiveness
 - B. Vocal expressiveness
 - C. Body movements and positioning to draw students into lecture
 - D. Eye contact which maintains connection with the students
 - E. An approach that expresses dynamism, confidence, interest & curiosity
- VI. **Paperwork** ~Duplicate copy of
 - A. **Introduction** (outline or scripted)
 - B. **Body** (must be outlined)
 - C. **Conclusion** (outline or scripted)
 - D. **Planning Sheet** which includes
 - A. Topic & Lesson Objective(s)
 - B. Physical environment (area set up)
 - C. Student Characteristics
 - a. grade level
 - b. past experience with the topic
 - c. attitude about the topic

Student _____ Score _____

LECTURE EVALUATION

Presentation

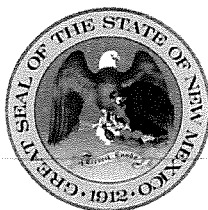
1. To what degree was the introduction interesting and appropriate (including attention getter, review/transition, objective, and preview)?
(excellent) _____ (weak)
2. To what degree did the student clarify and organize content?
(excellent) _____ (weak)
3. To what degree did the student state and provide adequate support material to meet instructional objective?
(excellent) _____ (weak)
4. To what degree did the student demonstrate an understanding of the principles (e.g. immediacy, clarity, credibility) already discussed in class?
(excellent) _____ (weak)
5. To what degree did the student demonstrate appropriate delivery skills?
(excellent) _____ (weak)
6. To what degree did the student use time appropriately?
(excellent) _____ (weak)
7. How well did the student conclude the presentation?
(excellent) _____ (weak)
8. How would you describe the overall effectiveness of the lecture?
(excellent) _____ (weak)

Outline

9. To what degree did the outline meet the requirements of the assignment?
(excellent) _____ (weak)

Comments:

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Communication, Humanities, and Social Sciences
Course Number, Title, Credits	COMM 2180, Business and Professional Communication, 3 credits
Co-requisite Course Number and Title, if any	none
Is this application for your system (ENMU, NMSU, & UNM)?	n/a
Name and Title of Contact Person	Pam Gerber, Instructor, Communication, CHSS, CNM
Email and Phone Number of Contact Person	pgerber2@cnm.edu 505-224-3000 ext.52796

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

COMM 2180 Business and Professional Communication

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Identify ways in which communication creates and defines personal and professional relationships.
2. Analyze the impact of particular techniques in differing communication contexts.

3. Demonstrate skills in these areas: communicating in dyads, listening, interviewing, functioning in problem-solving groups, conducting meetings, presenting to large groups, and handling questions and answer sessions.
4. Explain the nature and impact of diversity in the workplace.

Institution-specific Student Learning Outcomes

5. Define and describe communication terms and concepts which relate to effective communication in professional settings

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Communication genres and medium awareness is addressed throughout the semester, with emphasis placed on professional communication contexts. Application and versatility are stressed as students must modify communication strategies based on contextual nuances, such as their audience and speaking goal(s). Students identify and demonstrate various strategies necessary for effective and appropriate professional communication, in both written and oral mediums. These strategies highlight message understanding through the evaluation and production of arguments. For example, the final project assessment consists of an oral presentation in which students design and deliver a workplace-oriented persuasive speech; in their speech they make arguments and use evidence and reasoning to support their assertions. As part of this oral presentation, students are required to use APA citation format. Assessment rubrics evaluate the substance, effectiveness, and appropriateness of their claims and oral communication skills.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In the course, students cultivate critical thinking skills necessary for professional contexts, including problem-setting, evidence acquisition, evaluation, and reasoning. These are demonstrated through informal in-class assessments and formal written assessments. For example, in a formal problem-solving assessment, students must demonstrate critical thinking skills by working through a problem-solving sequence where they formulate an open-ended problem statement, gather evidence to support potential solutions, and evaluate solutions. Other formal assessments, such a persuasive speech, require evidence acquisition and evaluation, and production of arguments supported by evidence and reasoning.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

Information and digital literacy skills are essential for workplace contexts, and as such students cultivate these throughout the course. For multiple formal assessments, students engage in the iterative process of inquiry by creating problem and theses statements to guide research. Students identify criteria to evaluate information and sources in order to obtain reliable information to support the content produced for their assessments and apply appropriate citations where necessary. Students also practice summarizing, quoting, and paraphrasing of researched information. Digital literacy skills are demonstrated and assessed via the production of a visual aid, such as PowerPoint, Prezi, or Keynote, that accompanies a persuasive speech.

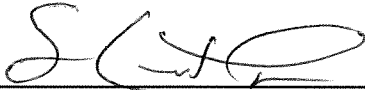
E. Supporting Documents

Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

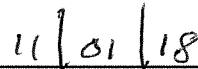
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

COMM 2180: Assignment- Problem-Solving

Objective:

- Demonstrate problem-solving, critical-thinking, and decision-making skills

Instructions: You are part a five-person workplace team and management has tasked you with solving one of the problems below. Pick one options and answer the associated questions following the reflective-thinking sequence (pgs 236-237). Assume anything you need to about the company (such as what the company is, nature of work, location, salary, management structure, causes and effects of problem, resources, etc.) However, as part of your assignment, you will be required to research and provide *at least two outside sources* that support the effectiveness of your proposed solutions, and cite these in both in-text and in a reference page included in your assignment.

- **Option A:** Your company has a problem with employee retention. One out of every three new employees quit after the first year, and two out of every three quit within five years. Exit surveys cite reasons for dissatisfaction include compensation, micromanagement, lack of work/life balance, and too much time spent at the office working overtime. Hiring and training new employees to replace the ones that are leaving due to the high turnover rate is costing the company an average of \$50,000 a year. Management has indicated they would like the turnover rates reduced within a year and willing to allocate monetary resources, as long as it does not exceed the current amount being spent on re-hiring and re-training.
- **Option B:** Your company has doubled in size over the past year, from 15 employees to 30, and has added an additional location in another state. With this growth, accountability has likewise decreased. Lower-level employees don't adhere to deadlines, stating lack of instructions by management (they don't know what they are supposed to do and who to report to). Likewise, management has indicated supervisees do not follow their instructions and management feels like they have no power to enforce deadlines. Essentially, both lower-level employees and upper-level employees blame the other for projects being delayed, not completed, or being low-quality. Management has indicated they would like this problem resolved 'as soon as possible' and willing to devote both time and monetary resources to improving accountability.

Questions:

1. Via Step 1 of the reflective-thinking sequence, create an open-ended problem statement/question to encourage exploratory thinking of the issue. Remember to be specific vs broad.
2. Via Step 2 of the reflective-thinking sequence, analyze the problem and answer the questions below. Be sure to provide any additional information pertinent to successfully solving the problem. Feel free to make up information or assume anything not listed in the scenario needed to answer the questions.
 - a. How bad/serious is the problem?
 - b. Why does it need to be resolved?
 - c. What are the causes?

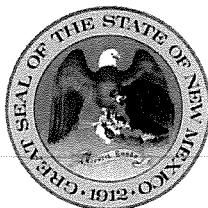
- d. When does it need to be resolved by?
 - e. What resources do you have to solve it?
3. Via Step 3 of the reflective-thinking sequence, establish criteria for solutions. In other words, what standards and characteristics will you use to evaluate any proposed solutions. Create at least 3 criteria for evaluating solutions.
4. Via Step 4 of the reflective-thinking sequence, generate possible solutions to the problem. Brainstorm and provide at least 2 solutions that would solve the problem. For your solutions, be sure to clearly describe how each solution would solve the problem and incorporate outside research to support your assertions. As part of this, you will cite this research in either APA or MLA format.
5. Via Step 5 of the reflective-thinking sequence, evaluate the two solutions above, according to the criteria you created in question 3. After evaluation, select one and explain why you selected that option above the other(s), providing reasons to support your decision.
6. Via Step 6 and 7 of the reflective-thinking sequence, describe how you would implement the solution and follow up, answering the questions below.
 - a. What specific tasks must be accomplished?
 - b. What resources are needed?
 - c. Who in your hypothetical group will be responsible for what (list responsibilities of each individual)?
 - d. What are some potential issues or complications that could arise and how will you handle them?
 - e. How will you or what will you do to follow up on the solution?

Central New Mexico Community College
 School of Communications, Humanities and Social Sciences
 Fall 2018 Student Learning Assessment: COMM 2180

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, purpose and context.				
Critical Thinking				
Formulation of open-ended problem statement.				
Relevant information is identified/used to address the problem/question				
Acquisition of evidence and evaluation of solutions.				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument				
Information and Digital Literacy				
Response selects, uses, organizes and shares information by employing appropriate information formats/applications.				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Table with 2 columns: Field Name, Value. Fields include Name of Institution, Department, Course Number, Title, Credits, Co-requisite Course Number and Title, if any, Is this application for your system (ENMU, NMSU, & UNM)?, Name and Title of Contact Person, Email and Phone Number of Contact Person.

Was this course previously part of the general education curriculum?

- Yes No

This course will fulfill general education requirements for (check all that apply):

- AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications Mathematics Science Social & Behavioral Sciences Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

- Communication Critical Thinking Information & Digital Literacy Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1110, Composition I

List all learning outcomes that are shared between course sections at your institution.

Common Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

List approved common course Student Learning Outcomes

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

At the beginning of the course, students are introduced to genre and medium awareness when they read and discuss the generic conventions of literacy narratives or memoirs. They then apply their genre awareness when they produce their own literacy narrative or memoir texts. Through the writing process that includes drafting, revising, peer and instructor critiques, students acquire strategies for understanding and evaluating a text's message as well as evaluating and producing written arguments. This process also includes self-assessment, peer assessment, and instructor assessment of students' texts, culminating in a formative final assessment by the instructor (see attached sample rubric). As the course continues, these critical skills are reinforced with a series of similar assessments structured around the production of texts in the genres of evaluation, reporting information and reflection.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students apply problem setting by formulating questions as they critique their own work as well as other students' texts. Students will acquire evidence for their peer critiques by analyzing the features of a specific genre in other similar texts, which will also allow students to evaluate the evidence used to develop the text's focus. For example, as students write a review, they will differentiate relevant from irrelevant information and fact from opinion as they evaluate the evidence used to develop the evaluative criteria of a restaurant, app, or social service institution (see attached sample assessment). Students defend and evaluate their assessment of the reasoning and conclusions by responding in peer review rubrics/questionnaires. And instructors will assess student learning a grading rubric that evaluates critical thinking in their completed texts at the end of the writing process (see attached sample rubric).

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students evaluate source authority and credentials as well as quote, summarize, and paraphrase sources when they prepare an annotated bibliography for an information report. The annotated bibliography includes a selection of sources from academic databases. The information report displays appropriate design features-audio, visual, intertextual, multi-modal-that are assessed for students' use of effective digital media. In their information reports, students evaluate and use an appropriate academic format (MLA, APA, Chicago) by completing academic formatting exercises. Students also

use digital citation management software in MS Word or iOS Pages. Students learn to formulate research questions that are used to build a thesis that will generate a focused response for the information presented in the report. Information and digital literacy will be assessed with rubrics and questionnaires throughout the writing process in peer review, draft and final copy assessment as well as in discrete source, format, and research exercises (see attached sample rubric).

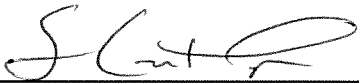
E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

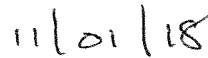
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

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Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Choose one of the following topics for the focus of your evaluation. Your evaluation must be no less than 500 words but no more than 650 words. Your evaluation needs to conform to the format guidelines for out of class essays stated in your syllabus.

1. Write a review evaluating a local restaurant or food truck (one that your reader can easily visit). Develop a set of criteria with which you'll judge the restaurant, rate the restaurant on each of the criteria, and support your evaluation with specific evidence. If you choose this option, you might imagine that you are writing the evaluation for a publication related to the subject matter, such as *Local IQ*, *The Alibi*, or *Edible: Albuquerque*.
2. Select a recently released App that you use to review. Develop a list of criteria relevant for that App and use it to write an evaluation of the App. You might imagine that you are writing the evaluation for a publication related to the subject matter for potential customers, such as CNET, *PC Magazine*, *TechCrunch*, or *The Verge*.
3. Evaluate a community or campus resource, such as the tutoring center at CNM (ACE), the CNM library (SRC), a local museum, a non-profit organization, a music or performance venue, or cultural center. If you choose this option, you might imagine that you are writing the evaluation for a local publication, such as *The CNM Chronicle*, *The Alibi*, or *The Albuquerque Journal*. You will make a claim regarding the value (or not) of this resource for the CNM or Albuquerque community.

Central New Mexico Community College
 School of Communications, Humanities and Social Sciences
 Fall 2018 Student Learning Assessment: English 1110

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, purpose and context. (COMMa) (SLO1) (SLO2)				
Critical Thinking				
Relevant information is identified/used to address the problem/question (CTb)				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument (CTd)				
Information and Digital Literacy				
Response selects, uses, organizes and shares information by employing appropriate information formats/applications. (IDLc)				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Languages and Literature
Course Number, Title, Credits	ENGL 1110, Composition I (3)
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Carol Erwin, Chair of Department of Languages and Literature
Email and Phone Number of Contact Person	Carol.Erwin@enmu.edu; 575-562-2135

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1110 English Composition I

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.

3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

Institution-specific Student Learning Outcomes

7. Produce between 3,000 to 3,500 words or 12-13 pages of portfolio-quality academic and narrative writing.
8. Critique their writing and the writing of other students and use mentor texts to improve writing.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will write 3-4 essays that go through the writing process from planning and drafting to revision. The final essay is a small research paper that includes academic sources that are properly integrated in the text and indicated on a Works Cited/Reference page. Other essays vary in genre and purpose, and they include but are not limited to: narrative, literary analysis, and critical analysis of cultural or historical issue. In order to produce effective writing, student learn about the rhetorical situation, including how to use appropriate evidence that appeals to a specific audience. Through class discussions and group work, such as peer critiques, students will communicate respectfully and constructively. Students will read a variety of texts that address important societal, cultural, historical, and/or political issues. They will evaluate and analyze arguments, including the rhetorical situation, purpose, audience, counter-arguments, and rebuttals.

The department uses a common grading rubric for all major essays to assess student development throughout the course, and formally assesses the small research paper.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In class discussions, minor writing activities and major papers, students will learn how to identify and explore the complexity of issues, such as religion, race, gender, and nationality. Using rhetorical strategies and ideological factors, students explore how and why various groups respond to these issues differently. Students analyze texts to identify effective and ineffective strategies for making an argument, including concessions, supporting evidence, counterarguments, and rebuttals. For their research paper, students will gather appropriate evidence. Students also learn to identify what makes a source credible, including but not limited to: date of publication, relevancy, author's credentials, availability, and use of sources. Faculty introduce students to the difference between Google searches and academic research. Students will also discuss the distinctions between opinions, facts, assertions, and inferences.

The department assesses students' critical thinking skills in class discussions (informally) and uses the grading rubric for the major papers, culminating in the formal assessment of the small research paper.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

For their final research paper, students will create a proposal and argumentative thesis that guides their research. Students are introduced to the difference between general Google searches and library databases and between primary and secondary sources. Students learn to distinguish between face-based and opinion-based writings. Students will learn the mechanics of citation as well as methods of incorporating material, such as paraphrasing, summarizing, and direct quoting.

The department assess information literacy informally through a variety of exercises and assignments, such as research journals and annotated bibliographies, and formally through the final research paper.


E. Supporting Documents (required).

Sample Course Rubric Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/5/18

Date

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Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Unit 4 Directions: Research Argument

Definition of argument: Argumentative writing takes a specific position on a subject and attempts to persuade readers that this position is valid.

Requirements: 1500-1700 words. Include a minimum of 2 outside sources using MLA documentation: in-text citations and a works cited page.

Assignment: Paper four asks you to make an argument about your own field/career or potential field. Your goal is to persuade someone to enter the field or stay away, or, to put it another way, to inform someone enough about your field so they can make a rational decision.

First, you will need to consider the person: Not everyone is suited for every job, so what does it take? You will want to talk about the requirements, skills, and tasks, and perhaps things that might not be obvious or expected. What type of person does it take to meet these requirements?

Second you will need to consider the job itself: What makes the field appealing or not appealing. For example, is the work being increasingly outsourced? Is the field shrinking or expanding? How is it changing? Is there growth? Opportunities for personal movement in the field? The relationship between bosses and employees? Increasing or stagnant wages?

You don't need to answer all these questions. They are just to help you start thinking, and you may have other things worth discussing.

Two key requirements:

1) you need two outside sources, properly cited using MLA style. That means in-text citations and a works cited page. *To ensure that you do this properly, consult the online guide: Purdue OWL MLA.*

2) you need a counter-argument, which includes an opposing point-of-view and a rebuttal.

Some Thesis Tips:

For your thesis, you need to take a stance. Remember you are persuading someone about the appeal or lack of appeal of a particular field. When you take a stance in an argument paper, it is good to consider the counter-argument.

For example, I could say (without counter-argument): "For people who are highly self-motivated and continually wanting to grow intellectually, a career as an English professor affords rewarding opportunities for teaching and research."

Or (with counter-argument): "For people who are highly self-motivated and continually wanting to grow intellectually, a career as an English professor affords rewarding opportunities for teaching and research, *yet it is extremely competitive to get the position in the first place.*"

Or (with different counter-argument): "For people who are highly self-motivated and continually wanting to grow intellectually, a career as an English professor affords rewarding opportunities for teaching and research, *even though the field is shrinking due to increase interest in STEM careers.*"

In each example, notice how the counter-argument gives your paper focus and something to write about.

A note about your sources:

In the above examples, I cannot simply assert it is competitive. I have to prove it. I can locate statistics on the number of people getting Ph.D.s each year and the number of jobs available in my field; then add to the new Ph.D.s the number of people who didn't get a job the first year after graduating, so they are returning to the job market for a second, third, or fourth year.

Also, I cannot simply say the field is shrinking and STEM is expanding; I have to prove it. For example, I can look at where the money/support is going. I look at the number of students majoring in the different fields.

In other words, I need reliable outside sources to back up my claims.

STUDENT: _____

GRADE: _____

	Excellent	Good	Acceptable	Unacceptable
Introduction	Offers an interesting title that identifies the topic and argument	Offers an average title that identifies either topic or argument	Offers a dull title, or one that identifies neither topic nor argument	Offers no title
	Introduces the topic and sets up the specific argument in a way that is sophisticated in insight and that acknowledges the larger academic “conversation” about the issue.	Introduces the topic in a way that is interesting and that sets up the specific argument rather than just general information about the topic.	Introduces the topic generally	Provides little or no introduction
	Provides a clear, precise, argumentative thesis that is sophisticated in both statement and insight and which sophisticatedly forecasts points made in the essay	Provides a clear, specific, argumentative thesis, which forecasts points made in the essay	Provides a clear, general Thesis, which may or may not forecast	Does not provide a clear Thesis with forecasted points in the introduction
Body	Logically divides and sequences all Paragraphs and sentences to highlight the chosen argumentation strategy	Logically divides and sequences all Paragraphs and sentences	Logically divides and sequences most paragraphs and sentences	Divides and sequences paragraphs and sentences poorly
	Provides persuasive, precise topic sentences and transitions in all paragraphs; all paragraphs have one main idea and work together to illuminate the organizational scheme of the paper	Provides clear topic sentences and/or transitions in all paragraphs; all paragraphs have one main idea	Provides topic sentences and transitions in most paragraphs; some paragraphs contain more than one main idea	Provides few or no paragraphs with topic sentences and/or transitions; many paragraphs contain more than one idea
	Provides enough examples and analysis to make the paper’s intent clear, and to make the entire paper persuasive, interesting, and insightful	Provides enough examples and analysis to make the paper’s intent clear, and to make most of the paper persuasive and interesting	Provides enough examples and analysis to make the paper’s intent clear	Does not provide enough examples and analysis to make the paper’s intent clear

PAPERS WILL RECEIVE A FAILING GRADE FOR ANY ONE OF THE FOLLOWING:

Paper does not meet page or word count requirement or additional requirements like required sources	Paper is off topic	Paper has no discernible thesis	Paper has extensive errors that interfere with communication of ideas	More than 4 marks in unacceptable column
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	Excellent	Good	Acceptable	Unacceptable
Conclusion	Provides a provocative conclusion that draws specific conclusions based on the argument that is made	Provides an interesting conclusion that reiterates the argument without simply repeating it.	Restates the argument	No conclusion or a conclusion that does not address issues presented in the essay
Formatting and Mechanics	Applies Style Guide format elements (spacing, page numbers, margins, etc.) with no obvious errors	Applies Style Guide format elements (spacing, page numbers, margins, etc.) with very few errors	Applies Style Guide format elements (spacing, page numbers, margins, etc.) with frequent minor errors	Applies no Style Guide format element or distorts them (i.e., missing page numbers, extra-broad margins)
	Maintains a distinctive and convincing tone appropriate to the rhetorical situation and that includes precise diction	Maintains a convincing tone appropriate to the rhetorical situation and exhibits some stylistic deficiencies (vague words, generalizations, etc)	Maintains a tone acceptable to the rhetorical situation and contains some significant stylistic deficiencies (cliché language, over-reliance on passive voice, etc)	Exhibits an inappropriate tone in much or all of the paper and/or many stylistic deficiencies
	Exhibits nearly error-free writing and demonstrates proof of serious revision	Exhibits a few common sentence-level errors and demonstrates proof of revision	Exhibits multiple common errors and/or some serious errors, but none that interfere with the communication of ideas and demonstrates little proof of revision	Exhibits numerous errors that interfere with the communication of ideas and demonstrates no proof of revision
Support	Provides properly formatted and integrated in-text citations with almost no errors	Provides properly Formatted and integrated in-text citations with some errors	Provides poorly formatted in-text citations with frequent errors or does not integrate in-text citations well	Provides only some in-text citations or fails to provide any citations but does attempt to make it clear where the sources come from
	Provides a Works Cited page, formatted correctly with almost no errors	Provides a Works Cited page, formatted correctly with some errors	Provides a Works Cited page, poorly formatted or with abundant errors	Provides a Works Cited page that does not match the in-text citations or that does not attempt appropriate formatting
	Practices careful summary, quotation, paraphrase, and synthesis of source material in a way that highlights the argumentative strategy	Practices careful summary, quotation, paraphrase, and synthesis of source material	Attempts to use some summary, quotation, paraphrase, or synthesis but may do so poorly or without considering how they function in the essay	Makes little or no attempt to engage source materials carefully or does so in a way that impedes clarity

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University Roswell
Department	Arts and Science Education
Course Number, Title, Credits	ENG 1110 English Composition, 3 credits
Co-requisite Course Number and Title, if any	none
Is this application for your system (ENMU, NMSU, & UNM)?	n/a
Name and Title of Contact Person	Robin Billington, Area Director Humanities
Email and Phone Number of Contact Person	Robin.billington@roswell.enmu.edu ; 575-624-7252

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENG 1110, English Composition

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Analyze communication through reading and writing skills.2.Employ writing processes such as planning, organizing, composing, and revising.3.Express a primary purpose and organize supporting points logically.4.Use and document research evidence appropriate for college-level writing.5.Employ academic writing styles appropriate for different genres and audiences.6.Identify and correct grammatical and mechanical errors in their writing.

Institution-specific Student Learning Outcomes

1..Gain the ability, by the end of the course, to produce between 20 and 25 pages of portfolio-quality writing, working primarily from argumentation, and to incorporate at least 3 sources for each major paper, (2 for each response paper) using quotations, in text citations, and a Works Cited page.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will read a novel as part of the course curriculum. They will write about and discuss literary elements such as characterization and theme contained within the reading. They will compare the book to the movie and verbally evaluate the differences between the movie and the book. Students will learn to understand literature within a sociopolitical and a political context and discuss the implications of literature's relation to social and political issues. There will be communication about the abovementioned topics through essay writing, group work, debates, and impromptu questioning. Different methods of assessment will foster versatility in communication about universal topics from the book. Strategies for measuring understanding will include analysis and commentary on the elements of the novel. Students will write essays demonstrating mastery of grammar and of audience awareness. Also, peer editing of essays will be included which will facilitate communication among the students without instructor input. Dialectical journaling will be implemented halfway through the semester. This requires students to communicate on a deeper level and to demonstrate understanding of important passages from the book. Students will work together to discover writing that is relevant to their world and present their findings.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will ask questions about reading and avoid making assumptions that are not suggested or implied in literature. Students will be able to evaluate information from the text and, selectively and knowledgably, would choose relevant bits and pieces, justifying their choices. Students should develop an awareness of their own biases. The Internet will be utilized to find political and informative articles and questions, opinions, arguments and ideas. Performing research will strengthen skills in evaluating sources. Students will analyze material from their text and from the Internet and formulate opinions and be aware of agendas of various writers of the sources. Propaganda techniques are taught and students apply the concept of propaganda as the select sources that might have an agenda to them. Students must be able to support their opinions with evidence and logic and rationality. This skill is demonstrated through Socratic discussions, group work, and written essays. Students should show increasing autonomy and independence when writing about their ideas and supporting them with reasons. Students will identify bias in their own words (written or oral) and in others' writing. Students will study their novels from varying angles and points of view and from scholarly viewpoints.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

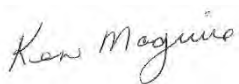
Throughout English Composition, instructors help students to integrate traditional and new media into their work through a variety of writing assignments submitted online. Incorporation of various online sources (including social media) and explanation of how each genre can contribute specifically to a variety of writing assignments are vital. Students then use diverse sources to search topical subjects and derive information that applies to essay writing. Students demonstrate versatility by using a minimum of 5 distinct sources to assemble information into an essay. Students are instructed how to evaluate resources for bias. They watch TED Talk (such as “How to Separate Fact from Fiction Online”) or other similar learning videos to learn bias. They discuss strategies for evaluation of information online before using it in writing. Students may use peer review to ensure that a variety of sources was implemented in the writing and that the information was presented in a viable and reliable manner. Students work in groups to detect elements of bias in various media. They also work together to identify stereotypes and targeted sources (sources that target a specific audience). They should develop an emerging awareness of online personae. Students will produce arguments based on a variety of media and discuss the arguments in groups. The groups will try to identify fallacies, variety of sources, and strength of argument in online essay writing models. Students will be exposed to the emergence of a new paradigms of authorship as a result of interaction with an online environment.

E. Supporting Documents (required).

Sample Course Rubric Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution’s General Education Assessment Plan This course has been revised recently as a direct result of the work my institution has been doing to create a clear and accurate Institutional Assessment Plan. When the General Education Task force issued the new requirements for integration of specific skills into general education courses, the Arts and Science Education Area began to work to look at what our courses were integrating and assessing and what adjustments needed to be made in the curriculum. Although a definitive plan is not written and available for this certification submission, the plan will be in-line with HED’s new common course number and common core transfer requirements



11.9.18

Signature of Chief Academic Officer

Date

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Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Goal: Students will write an effective, arguable thesis statement that can be supported by facts.

Objective: Students will create thesis statements for future essays without instructor assistance.

1. Explain to students what a thesis statement is.
2. Give examples of both effective and ineffective thesis statements, eliciting responses as to why the samples are effective or not.
3. Give practice topics, such as Video Games, Technology Today, or Social Media
4. Students will practice writing thesis statements to fit the topic.
5. Students read thesis statements aloud for instant feedback.
6. Once a thesis statement is established, students use the internet to begin research for information that they can use to argue the thesis.
7. Students will find digital sources that can support and validate the thesis statement.
8. Once the digital sources are found and investigated, students will tweak their thesis statements to ensure that the sources and thesis are in sync. (The sources will effectively support the thesis).
9. The final thesis is submitted for evaluation.

Eastern NM University Roswell rubric for English Composition ENG 1110

Assignment: Decide upon an effective, arguable thesis statement that will be the focus of a persuasive essay.

Component Skill	Emerging	Developing	Proficient
Digital Literacy	Utilizes 1-2 digital sources in order to find supporting arguments that validate the thesis statement.	Utilizes 3-5 digital sources in order to find supporting arguments that validate the thesis statement.	Utilizes more than 5 digital resources to find supporting arguments that validate the thesis statement.
Communication	Thesis is implied, although not explicitly stated. Topic is clearly identified, but main points are not clearly listed/previewed.	Thesis statement identifies topic and lists/previews main points.	Thesis is clearly stated and well-formulated. Thesis clearly identifies topic and effectively list/previews main points.
Critical Thinking	Perspective/argument of the thesis is written in a simplistic manner with little to no depth of thought.	Perspective/argument of the thesis is stated using average vocabulary with evidence of some depth of thought.	Perspective/argument of the thesis is stated using advanced vocabulary with evidence of careful depth of thought

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Luna Community College
Department	Humanities
Course Number, Title, Credits	ENG111, Freshman Composition I, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Sara Vigil, Lead English Faculty
Email and Phone Number of Contact Person	savigil@luna.edu 505-454-2592, Ext. 1258

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1110 English Composition I

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.

3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

Institution-specific Student Learning Outcomes

7. Employ MLA style to format essays and cite sources

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

At the end of the course, students will write a timed Rhetorical Analysis Essay. Students are given one week to read, evaluate, and analyze an instructor-selected article, as well as prepare an outline for the timed essay. The timed essay is a 450-500 word, 5-paragraph Rhetorical Analysis, which is administered in an hour and fifteen minute time frame. Students are specifically looking to analyze if the argument made in the article was effective or not, in regard to the rhetorical devices, ethos, logos, pathos. The essay must be in MLA format and include properly cited and integrated evidence from the article. Through the analysis of the article, students can evaluate how arguments are made, why they are effective, or not, and how arguments vary depending on genre, audience, content, and purpose. Through the timed essay, the students will also have to effectively communicate their own argument on the effectiveness of the article through an organized essay. Student learning will be evaluated using a department wide rubric.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will follow the Writing Process throughout the creation of multiple essays possibly including, descriptive, exposition, definition, cause & effect, analysis, and rhetorical analysis. Through the writing process, students will have think critically to pick topics, evaluate sources, construct outlines, and critique their own work, as well as their peer's work. For the Rhetorical Analysis Essay, students will have to select an already established argument made in an online article and evaluate if the article effectively presented its argument to the target audience. Students will analyze the target audience, purpose, genre, content, and evaluate the effectiveness of the argument based on rhetorical devices, such as ethos, logos, and pathos. Once they have analyzed and evaluated these elements, students will be required to write an essay that clearly illustrates the conclusions reached in the analysis/evaluation, through the use of a thesis statement, logically organized paragraphs, and implementation of evidence gathered from the article.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Throughout the course students will be learning and implementing MLA format to complete their essays. Each essay must be completed electronically using a word processing program such as, Microsoft Word or Google Docs. Formatting focuses on margins, font, spacing, page numbers, name block, title, indentation, in-text citation, and works cited. Through this format, students will learn how to properly document sources to avoid plagiarism, as well as how to evaluate source documentation in other sources. Through the Rhetorical Analysis, students will have to evaluate logic, credibility, and ethics of online sources used in established arguments.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/6/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Timed Essay: Freshman Composition I

Student Learning Outcomes:

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing
7. Employ MLA style to format essays and cite sources

Directions:

Students will be provided with 2 articles one week in advance of timed essay exam (1 hour 15mins). Students will then be asked to review both articles and plan to write a 5 paragraph, 300-400 word, Rhetorical Analysis. Students should focus on the ethical, logical, and emotional appeals of each article and evaluate if the articles effectively appeal to the audience through the use of these rhetorical devices.

Students should format their essay in MLA format and properly cite any in-text citations.

Students are encouraged to bring with them a previously prepared outline, as well as the article with any annotated notes they deem necessary for rhetorical analysis.

Using the standardized department rubric, students will be evaluated on 5 key areas of essay writing: focus, organization, development, style, & format.

Students will be under the impression that the instructor will pick which article will be assigned for the timed essay, so they should prepare to write an essay for each article, however, on the day of the exam instructors will let students know that they can pick whichever article they feel most confident writing a rhetorical analysis on.

Links for the selected articles provided below:

Friedman, Roberta. "A SODA Tax – Will it Change Anything?" *Obesity Action Coalition*, 2018,

<http://www.obesityaction.org/educational-resources/resource-articles-2/nutrition/a-soda-tax-will-it-change-anything>.

Guarini, Drew. "9 Ways Video Games Can Actually Be Good For You." *Huffpost*, 06. Dec. 2017,

https://www.huffingtonpost.com/2013/11/07/video-games-good-for-us_n_4164723.html.

ENG 111: Timed Essay Rubric	1-2points	3-4points	5points
FOCUS	Student does not effectively express a primary purpose and purpose is not evident throughout the essay	Student attempts to express a primary purpose and this purpose is evident throughout the essay	Student effectively expresses a primary purpose and sticks to this primary purpose throughout the essay
ORGANIZATION	Student has multiple main and supporting ideas with little to no logical order present throughout the essay	Student attempts to organize main and supporting points logically throughout the essay	Student organizes main and supporting points logically throughout the essay
DEVELOPMENT	Student does not develop thesis of essay due to lack of supporting points and documented evidence	Student attempts to develop thesis of essay through the use of supporting points and documented evidence	Student effectively develops thesis of essay through the use of relevant supporting points and properly documented evidence
STYLE	Several grammatical and mechanical errors are present throughout the essay, which severely impacts the readability of the overall essay	Multiple grammatical and mechanical errors are present throughout the essay, but readability is not severely impacted	Few grammatical or mechanical errors are present throughout the essay
FORMAT i.e: spacing, fonts, in-text citation, name block, indentation, page numbers, etc.	No consistent MLA formatting rules are present throughout essay	Student attempts to consistently implement MLA formatting rules with some errors present	Student successfully formats essay in MLA format

Total Points Grade Scale: A=20-25pts, B=15-19pts, C=10-14pts, D/F=0-9pts

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CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution **New Mexico Highlands University**
Department **English and Philosophy**
Course Number, Title, Credits **ENGL 111, Composition 1, 3 Credits**
Co-requisite Course Number and Title, if any
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person **Dr. Jason McIntosh**
Email and Phone Number of Contact Person **jlmcintosh@nmhu.edu, 505-454-3450**

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1110 Composition I

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze communication through reading and writing skills, 2. Employ writing processes such as planning, organizing, composing, and revising. 3. Express a primary purpose and organize supporting points logically. 4. Use

and document research evidence appropriate for college - level writing. 5. Employ academic writing styles appropriate for different genres and audiences. 6. Identify and correct grammatical and mechanical errors in their writing.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Composition I at New Mexico Highlands University reflects the research-based position statements about writing approved by the Conference on College Composition and Communication and the Council of Writing Program Administrators. Students in Composition I complete four major essay assignments. These essays teach strategies for understanding, evaluating, and producing writing for different audiences, purposes, genres, and mediums. Students complete short assignments such as course readings, reading responses, writer's journals, author's notes, revision plans, hotspotting, glossing, and outlining. These short assignments teach students skills for critically reflecting on their own writing processes and for generating, revising, and editing writing. Composition I includes a significant amount of collaboration in the form of class discussion, writing groups, and peer response. Students learn strategies for both written and verbal response to peer writing.

Formative assessment is used throughout the course to assess student learning and modify instructional methods. Formative assessment includes reading rough drafts of writing assignments, conferencing with students, strategic questioning, checking for transfer, class surveys, and observation of collaborative activities such as peer response and class discussions. Summative assessment is used to assess student learning at the completion of major assignments such as essays, reading responses, and writer's journals. Summative assessment includes the use of rubrics, holistic grading, portfolios, contract grading, and other research-based methods of grading writing.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Composition I at new Mexico Highlands University reflects the "Critical Thinking, Reading, and Composing" section of the Writing Program Administrators Outcomes Statement for First-year Composition (3.0), which defines critical thinking as "the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts." Students learn how to analyze and interpret the rhetorical contexts of different writing situations. They analyze and evaluate primary and secondary texts that are assigned by the teacher as well as texts the student locates as part of their research for essays. The essays that students write are inquiry-driven, and students acquire and evaluate multiples forms of evidence as they attempt to reach answers, solutions, or conclusions to problems or questions.

Students use strategies such as synthesis, response, interpretation, and critique to participate in class discussions about texts, understand the rhetorical contexts of different texts, and to write with sources. Students also use critical thinking strategies such as synthesis, response, interpretation, and critique to reflect on their own writing and writing processes and provide feedback to peer writing.

Formative assessment is used throughout the course to assess student learning and modify instructional methods.

Formative assessment of critical thinking includes reading rough drafts of writing assignments, conferencing with students, strategic questioning, and observation of collaborative activities such as peer response and class discussions. Summative assessment of critical thinking occurs within the context of the method used to assess completed writing assignments. These assessment methods include rubrics, holistic grading, portfolios, and contract grading.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

Students develop their information literacies in Composition I by learning how to locate, evaluate, and write with primary and secondary sources. Each major essay requires students to include one or more primary and/or secondary sources. Students learn how to conduct interviews, observations, archival research, and library research. They learn how to evaluate sources for authority, credibility, accuracy, and relevance to the writing situation. These activities teach research as a process of inquiry that involves ethical and rhetorical decisions in the selection, use, and production of information. Students develop their digital literacies by learning how to read, communicate, and compose with digital media, conduct database and Internet research, evaluate digital sources, and analyze digital rhetorics.

Assessment of information and digital literacy learning is primarily formative and includes strategies such as observation and immediate feedback, conferencing with students, strategic questioning, and checking for transfer. Summative assessment occurs within the context of writing assignments that include the use of sources, require the use of specific digital media such as discussion boards, and/or require students to demonstrate literacy-learning as they compose digital texts. Summative assessment includes the use of rubrics, holistic grading, portfolios, contract grading, and other research-based methods of grading writing.

E. Supporting Documents

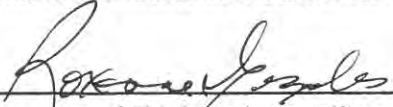
Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

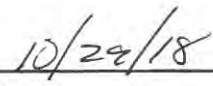
Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

<http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

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Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

New Mexico Highlands University
Composition I Sample Assessment

This writing assignment is an example of how communication, critical thinking, and information and digital literacies are assessed in Composition I.

Critical Thinking: Students demonstrate their understanding of rhetoric and their ability to analyze the rhetoric of a public text.

Communication: Students demonstrate their ability to communicate their ideas and analysis to an audience.

Information and Digital Literacy: Students use the Internet to locate a public text and evaluate the rhetorical context of that text. Students also use digital communication tools such as Microsoft Word, Microsoft OneDrive, and BrightSpace.

Writing Assignment: Rhetorical Analysis of a Public Text

Length: 1,000 words

Number of Sources: 1

Corresponding Essential Skills

- Communications
- Critical Thinking
- Information and Digital Literacy

Corresponding Student Learning Outcomes

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

Assignment Description

Every text is an argument. Whether it's a research report, website editorial, song, movie review, or advertisement, authors argue for readers to think or feel a certain way or to take a certain course of action. Understanding the arguments texts make is important to reading, writing with sources, and critical thinking.

Your goals for this assignment are to locate a public text such as an advertisement or newspaper editorial, actively read that text so that you understand it, and write an essay in which you analyze how the author/creator uses rhetoric to make an argument. Your essay should demonstrate what you have learned about rhetorical concepts such as audience, purpose, genre and appeals (ethos, pathos, and logos) as well as the pattern of claim, evidence and warrant used to analyze arguments. MLA documentation style is required.

ACADEMIC UNITS 2018-2019

College of Arts and Sciences DA 136

Department	Chair	Cell#	HU Ext.	Admin.	HU Ext.
Biology	Maureen Romhe		3264	Roberta Lisenbee	3263
Natural Resources Mgmt	Joshua Sloan		3208	Roberta Lisenbee	
Chemistry	David Sammeth	505.699.7604	3100	Gloria Garcia	3244
Computer & Math Sciences	John Jeffries	505-414-1562	3302		3295
English	Brandon Kempner		3286	Kathy Eggert	3414
Exercise & Sport Sciences	Jay Lee	505-426-2195	2195	Lori Vigil	3287
History & Political	Steven Williams	505.310.5106	3435	Stella Mason	3013
Languages and Culture	Eric Romero (Intrm)	505.454.3001	3023	Stella Mason	3013
Nursing	Sandra Gardner		3210	Amanda Romero	2203
Psychology	Linda LaGrange		3375	Agnes Montoya	3343
Sociology, Anthropology, CJ	Gloria Gadsden		3209	Gloria Garcia	3244
Visual & Performing Arts	David Lobdell	505.426.7191	3570	Kathy Mantano	3024
				Karlene Gonzales-Martinez	3024

School of Business, Media and Technology 3580

Department	Chair	Cell#	HU Ext.	Admin.	HU Ext.
Business Administration	Chien-Chung Chen		3173	Brenda Fresquez	3344
Media Arts	Miriam Langer	505.454.3390	3390	Mary Basler	3588

School of Education

Department	Chair	Cell#	HU Ext.	Admin.	HU Ext.
Special Education	Ann Wolf		6902	Kathy King	3536
Educational Leadership	Sheree Jederberg		6901		
Counseling	Geri Glover	505.490.6075	3396	<i>Katy Korze Kwa</i>	
Teacher Education	Ann Wolf	505.891.6924	3383		
Curriculum and Instruction	Ann Wolf		6923		
Field Services, Secretary				Julia Andrada	3382
Rio Rancho				Ronnette Ortiz	6932

School of Social Work

Senior Admin Assistant II	Sharen Maldonado		2058		
Field Ed Secretary	Elizabeth Esquibel	505.429.0982	3294		
Student Support Specialist	Reyes Coca	505.260.6191	9191		
SW Field Secretary, Farmington	Tori Miller	505.566.3012	3012		

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution New Mexico Institute of Mining and Technology (New Mexico Tech)
Department Communication, Liberal Arts, Social Sciences (CLASS)
Course Number, Title, Credits ENGL 111, College Writing: Exposition 3 credits
Co-requisite Course Number and Title, if any None
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person Dr. Steve Simpson (Department Chair),
Email and Phone Number of Contact Person Steve.simpson@nmt.edu; 575.835.5149

Was this course previously part of the general education curriculum?

(X) Yes No

This course will fulfill general education requirements for (check all that apply):

(X) AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

(X) Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

(X) Communication (X) Critical Thinking (X) Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1110, Composition 1

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze communication through reading and writing skills.

2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.

Institution-specific Student Learning Outcomes

1. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and adverse points of view.
2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
3. Use effective rhetorical strategies to persuade, inform, and engage.
4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
5. Integrate research correctly and ethically from credible sources to support the primary purpose of communication.
6. Engage in reasoned civil discourse while recognizing the distinctions among opinions, facts, and inferences.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Courses orient students both to different modes of writing (argument, classification, cause and effect) and different Genres and media (e.g., scientific writing, online writing environments). Students learn to analyze audience and purpose and to assemble appropriate and convincing arguments and garner sufficient evidence. Students also learn how to analyze others' written arguments (delivered through print or online media) for audience and purpose and for the evidence used (if any) and to respond to these arguments in a civil manner. Many instructors have put increasing emphasis on analyzing argument and evidence presented on websites and online news agencies and to evaluate media sources for bias. Students produce 4-5 essays that exemplify various communication modes. Students are not only evaluated individually, but significant emphasis is placed on peer review, whereby student evaluate and provide feedback on each others' written work.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students learn to identify a particular research question or problem, gather evidence to answer or solve this question/problem, evaluate the sufficiency and reliability of evidence, and to entertain counterarguments. Students are also introduced to logical fallacies and critically engage with both print and online readings to evaluate the arguments presented and respond in a civil way. Students are challenged to evaluate their own motivations for pursuing a certain argument (e.g., personal biases and assumptions) and to evaluate others' motivations. Often, such analyses are practiced on short response prompts where students write in response to an assigned reading and then discuss their conclusions with others in class. Students must also demonstrate this ability to garner, weigh, and present evidence in all of their major papers (and, in many classes, oral presentations).

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative*

Arguments; and Application of Quantitative Models

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students are first introduced to using library resources, collecting sources, determining the reliability and appropriateness of sources, and distinguishing between popular sources and academic sources. Students are also taught the relative merits of using digital databases through the library and search engines such as Google Scholar, and they are taught to evaluate the usefulness of information from web sources. Students are first introduced to using sources to explore a topic and to support an argument (rather than just finding sources to support what they already want to say). And students are taught how to integrate sources ethically and cite using MLA , APA, or CMS.

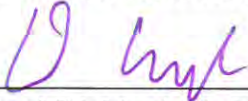
E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

ENGL 111.04 College Writing - Fall 2018
MWF 2-2:50 ppm
co-requisite: ENGL 112

Rachel.Cruz@nmt.edu Fitch 008
Office hours: T 11-1 and W 3-5 and by appt

Welcome to Composition 111. In this course we will be studying writing for scientific and personal communication. I ask us to think of the writing process—from inspiration to execution—as a method of both science and art: consider a question in its context and test the possibilities. An essay is an experiment.

The foundational value of this course is to essay with integrity. We will engage deeply with the ethical dimensions of bringing engineering and science communication to both technical and general audiences and the unique responsibilities that come with this role. You are building on a vast previous knowledge that you can bring to your work for this class. Yet we are all also embarking on new contexts for our careers and education. I expect us to reinforce a respectful classroom where we pursue bold ideas and ask challenging questions that push ourselves, our peers, our fields, and this institution forward.

Your attendance is required. This is a discussion-based class. Participation is 50% of your grade. Excessive tardiness or three absences will put you at risk of a lower grade. Five or more absences will put you at risk of not passing this course. Please respect our shared classroom culture and arrive on time and prepared.

Readings must be printed out. The only book you need to buy or borrow is Mary Shelley's *Frankenstein*, any edition. All other readings will be posted on Canvas.

Capstone assignments: peer workshop, research essay, a compendium, and a final portfolio

Exercises: weekly reading responses and writing prompts to be posted on Canvas

Grading: Participation, including attendance, exercises, compendium, and workshops, accounts for 50% of your final grade. The research essay is 25%; the final portfolio is 25%. Your final grade will reflect both quantitative and qualitative evaluation of your *honest* and *engaged* pursuance of your own and the course's stated goals.

***always bring assigned readings, printed out, with you to class**

*schedule is subject to change with advance notice

Monday, August 20	Introductions [hw: short essay - 1 page on goals and risks]
Wednesday, August 22	interviews: goals + risks; lexicon [hw: assess your interviewing, 250 words]
Friday, August 24	History of the Essay [hw: DFW "Tense Present"]
Monday, August 27	discuss DFW [hw: Zadie Smith + canvas post, 200 words]
Wednesday, August 29	discuss Zadie Smith + DFW [hw: Calvino]
Friday, August 31	discuss Calvino [hw: data gathering 1 hr]
Monday, September 3	Labor Day - NO CLASS [hw: Millhauser]
Wednesday, September 5	discuss Millhauser [hw: revise data essay]
Friday, September 7	on workshopping and revision

Monday, September 10	workshops
Wednesday, September 12	workshops
Friday, September 14	workshops
Monday, September 17	research and digital literacy
Wednesday, September 19	library visit [hw: bibliomancy]
Friday, September 21	sourcing and bibliography [hw: essay topics]
Monday, September 24	outlining and structure
Wednesday, September 26	intros, thesis statements, hooks [hw: intros]
Friday, September 28	small group workshops [hw: bibliography]
Monday, October 1	popular science writing [hw: annotated bibliography]
Wednesday, October 3	technical science writing
Friday, October 5	research dilemmas [hw: abstracts]
Monday, October 8	abstracts
Wednesday, October 10	writing lab
Friday, October 12	writing lab [hw: Freud "The Uncanny"]
Monday, October 15	Freud "The Uncanny"
Wednesday, October 17	TBA
Friday, October 19	49ers - NO CLASS
Monday, October 22	<i>Frankenstein</i>
Wednesday, October 24	<i>Frankenstein</i>
Friday, October 26	<i>Frankenstein</i>
Saturday, October 27	Film Screening and ESSAYS DUE 2pm in Workman 101
Monday, October 29	guest speaker: Gabe Parrish, NMT Geology
Wednesday, October 31	<i>Frankenstein</i>
Friday, November 2	<i>Frankenstein</i>
Monday, November 5	TBA
Wednesday, November 7	profiles and ethnography [hw: Morris*]
Friday, November 9	discuss Morris [hw: identify, frame an issue, 250 words]
Monday, November 12	ethics module
Wednesday, November 14	case studies
Friday, November 16	case studies [hw: interview a scientist/engineer about ethical dilemma]
Monday, November 19	ethics, cont.
Wednesday, November 21	ethics, cont.

Friday, November 23	NO CLASS
Monday, November 26	portfolios lab
Wednesday, November 28	portfolios lab
Friday, November 30	compendiums
Monday, December 3	compendiums
Wednesday, December 5	compendiums
Friday, December 7	compendiums
Friday, December 7	Portfolios DUE

Administrative Home

Reasonable Accommodations

New Mexico Tech is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodations are invited to make their needs known to the Office of Counseling and Disability Services (OCDS) as soon as possible. To schedule an appointment, please call 835-6619.

Counseling Services

New Mexico Tech offers mental health and substance abuse counseling through the Office of Counseling and Disability Services. The confidential services are provided free of charge by licensed professionals. To schedule an appointment, please call 835-6619.

Academic Honesty

Plagiarism is the act of taking the written or oral research ideas or results from another and presenting them as one's own. New Mexico Tech's Academic Honesty Policy for undergraduate and graduate students is found in the student handbook, which you are expected to read and know. **When in doubt, cite your references.**

Respect Statement

New Mexico Tech supports freedom of expression within the parameters of a respectful learning environment. As stated in the New Mexico Tech Guide to Conduct and Citizenship: "New Mexico Tech's primary purpose is education, which includes teaching, research, discussion, learning, and service. An atmosphere of free and open inquiry is essential to the pursuit of education. Tech seeks to protect academic freedom and build on individual responsibility to create and maintain an academic atmosphere that is a purposeful, just, open, disciplined, and caring community."

Sexual Misconduct and Dating Violence

All of you in this classroom and all of your classmates, professors, and staff are part of an inclusive community. We intend to provide a safe and nurturing environment for each of you and for us. This community is home to straight, gay, lesbian, bisexual, asexual and transgender students, faculty, and staff, and it is home to every race and many nationalities. Sexual violence strikes at the heart of this community. We faculty wish to

repudiate the often-unstated premise that sexual violence of some kind is simply part of the societal *status quo*.

Sexual assault, dating violence, stalking, and other forms of sexual misconduct, including catcalling and other verbal abuse, are serious issues and subvert the mission of New Mexico Tech. **The only person responsible for sexual misconduct is the perpetrator.** It is a violation of university policy to engage in sexual activities without clear consent from your partner. Someone incapacitated due to alcohol or drugs cannot consent to sexual activity. Perpetrators face consequences that may include expulsion from the university and incarceration.

If you have been the victim of a sexual assault or domestic violence on or off campus or you know someone who has been assaulted and you want to find out more about available resources, please contact the Title IX Coordinator, Peter Phaiah at titleixcoordinator@nmt.edu or 21A Brown Hall.

Resources

The Writing & Oral Presentation Lab

Location: Fitch Hall 017

Hours: afternoons M-F

To set up an appointment, e-mail: write@nmt.edu

Thursday Tech Talks

Location: Skeen Library Room 208

First Thursdays 2pm

Third Thursdays 6pm

<https://nmt.libcal.com/calendar/skeen-osl/>

Student Learning Outcomes

General degree requirements Area 1: Communication

Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and adverse points of view.

Express a primary purpose in a compelling statement and order supporting points logically and convincingly.

Use effective rhetorical strategies to persuade, inform, and engage.

Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.

Integrate research correctly and ethically from credible sources to support the primary purpose of communication.

Engage in reasoned civil discourse while recognizing the distinctions among opinions, facts, and inferences.

Essay 1: Literacy Narrative Essay

Draft due: Tuesday 9/11

Revised/final essay due: Tuesday 9/18

Write a 500-750 word essay exploring your own personal experience and relationship with language (speaking, listening, learning, writing, reading). Your essay should focus on a single story or event in your personal literacy history that you will recount, interpret, and analyze to make your thesis point. It could also focus on two or three related experiences whose inter-connections you can show and explain—and, taken together, all contribute to supporting/developing your essay's thesis. Experience(s) that you choose to narrate may be drawn from your formal schooling or they could also be life experiences with literacy outside of formal education. Your essay should seek to make a single and public point, confirming language's significance to you and your audience. This means you must do more than simply narrate and describe your experience. You must analyze, interpret, explain the meaning/significance of the experience—and do so fully enough that even uninformed readers can understand why the experience is significant to you—and perhaps to others of us as well.

You may not know what your thesis is at first: you may wish to write a “discovery draft” recounting your experience—then reflect and analyze it to discover what it means and why it is significant to you. The following leading questions may help:

- Why do I remember the experience(s) I narrate? Why does it stick with me, even perhaps years later?
- Why do the experience(s) seem important and influential to me now? How did the experience shape or influence the kind of reader, writer, thinker, speaker, and/or listener I am today?
- What role have encounters with language and literacy (reading, writing, speaking, listening) played in my life, in creating who I am and how I think today?
- What is my essay narrative saying about how/why developing literacy (reading, writing, speaking, listening, thinking) has, or has not, been important in my life up to now? And do I consider this an advantage or disadvantage: that is, have the narrative experience(s) helped or hurt me, or both?
- What have I learned from the experience(s)—about myself, others, the world?

Some prompts/ideas from our readings:

- Write an essay about two different “languages” you use. Be specific in your description of each one, and explain why each “language” is appropriate for a particular occasion or audience. (Amy Tan)
- Write about your first meaningful experience with reading or the first book you loved and why. (Sherman Alexie)
- Write about a particularly unique learning experience you had, in which you gained understanding about yourself as a learner. (David Sedaris)

**New Mexico Institute of Mining and Technology
Department of Communication, Liberal Arts, and Social Sciences**

**COLLEGE WRITING I
INDEPENDENT STUDY
FALL 2014**

You will complete two related assignments for your independent study:

- 1) An **Annotated Bibliography** (10% of final grade; DUE November 7th, 2014)
- 2) Choose ONE of three assignments: (a) an **Argumentative Research Paper**, (b) a **Revision and Extension of an existing essay**, or (c) a **Career Exploration Assignment** (20% of final grade)
 - a. First Draft DUE in class for peer review November 24th, 2014 (5%)
 - b. Final Draft DUE December 5th, 2014 (15%)

Journal 9: Please choose the assignment you would like to complete. For option (a), an Argumentative Research Paper, prepare a short list of questions, brainstorming diagram, or brief statement outlining your chosen topic. For option (b), a Revision and Extension of an existing essay, please email your paper to me so that I may give you some feedback on it. You must undertake your revision and extension in consultation with me. Lastly, for option (c), a Career Exploration Assignment, please list one or two careers/internships/etc. along with your career goals in a brief statement.

Format

- Double-space your assignment
- Use ONE style (e.g. MLA or APA) consistently
- Use a 12-point, serif font

Submission Instructions

Please submit your assignment in person at Fitch 115 by 11:59 p.m., on Canvas, or via email to khenneke@nmt.edu

Annotated Bibliography (at least 5 sources)
10% of final grade | DUE November 7th, 2014

- a. Your annotated bibliography must contain a total of at least 5 sources; if you are revising an existing paper, add 3 new sources and summarize two sources from your existing references
- b. Your annotated bibliography should contain a variety of sources (journal articles, book chapters, websites, etc.)
- c. You must provide a citation for your source (along with an URL for electronic sources) and a summary below each reference (150 – 250 words per summary)
- d. You must use a single style (e.g. MLA or APA) correctly and consistently

Recall: the library is a great place to start your search
(<http://infohost.nmt.edu/~nmtlib/>) along with scholar.google.com

A sample “Annotated Bibliography” assignment is posted on Canvas and was distributed in class.

You will complete ONE of the following projects (5-7 pages):

1. Argumentative Research Paper

- c. Your paper must reference the research from your annotated bibliography
- d. Your paper must have a thesis statement or a statement of purpose
- e. You must attend, at least briefly, to a counter argument or problem posed by one of your sources
- f. You may include visual references, figures, and tables
- g. You must use a single style (e.g. MLA or APA) correctly and consistently

Your paper should begin with a brief statement of your critical position based on your consideration of your secondary sources (see above). The first part of your paper should briefly explain your understanding of the secondary sources to which you are responding. Your understanding of the meaning and implications of your secondary sources is particularly important and you should qualify meanings and implications as you outline your understanding of them.

The second part of your paper should outline the topic that you based your annotated bibliography. At this point, you should be able to take a position on your secondary sources and argue it based on researched examples (your annotated bibliography) and logic (an analysis of your sources as a whole). Do not simply 'agree' or 'disagree' with your secondary sources; instead, formulate a complex position that takes into consideration the nuances of your secondary sources. Don't just tell me what you think is *true*, prove it by using and explaining the relevance of examples, facts, and reports to convince me. Try to consider opposing viewpoints on the issue and address them where appropriate.

Your paper should follow this general format:

1. Introduce your secondary sources and state your position.
2. Explain your understanding of your secondary sources in relation to your primary sources.
3. Explain and support your position by explaining and supporting your argument with examples from your annotated bibliography as it relates to your position.
4. Summarize your position.

Requirements

- This paper is not a book report where you summarize the main points of the essay and your portfolio sources. Instead, assume that your reader (e.g. me) is already familiar with the essay and your annotated bibliography. This paper should be a well-reasoned response to your secondary sources and subject matter that makes use of your annotated bibliography. This is where you comment on the usefulness or insightfulness of your secondary sources to your topic.
- Do not simply tell me what you think, explain *why* and convince me with *examples*.

- Credit sources as per your chosen style's requirements for in-text citations and works cited/bibliography.
- Make sure your topic addresses the probing questions we discussed in conference.
- Contains 5 sources (at least 2 secondary sources)

Original, Creative Research

- Radically undermines the generally received understanding of things (which rarely happens at the undergraduate level)
- Performs a nuanced or original analysis of something
- Makes connections between things that haven't been connected before; explains how and why these are connected as well as the implications of such a connection
- Convinces the reader and demonstrates knowledge of the scope of the topic

General Instructions

Write an essay that explores a single, focused topic. State your case using examples from the text along with your own explanations of the relevance of your chosen examples to your thesis statement or overall argument.

ARGUMENTATIVE WRITING

Persuasive writing often follows patterns of response (or templates). Below are a couple of common persuasive writing patterns or templates:

"She (or He) argues _____, and I agree that _____."

"_____' (Author's Last Name #) supports her (or his) argument that _____."

Traditional Essay Organization

1. **Introduction** – establishes an argument and clarifies the importance of the issue that the essay addresses
2. **Case Statement** – offers background information pertaining to the argument
3. **Position Statement** – is your thesis statement or central position
4. **Refutation** – addresses opposing arguments and/or exposes faulty reasoning
5. **Confirmation** – uses examples, facts, and statistics to develop the case or argument for your stated position
6. **Appropriate Digressions** – provides anecdotes or descriptions (ethos) which further your argument
7. **Conclusion** – reviews main points of your argument and presents a strong, conclusive conviction and explanation of a problem

Quotes

Quotations can be a powerful way to demonstrate your ideas. Avoid the tendency to let the quotation 'speak for itself.' Instead, explain what is significant about the quote given

your particular reading of it. Strive to integrate the quotations you use in the body of your argument.

BE SKEPTICAL OF YOUR OWN ARGUMENT

You should anticipate objections to your argument. Addressing possible objections in your essay will strengthen your argument.

SO WHAT? WHO CARES?

Do your assertions matter? Try to make clear the real-world applications or consequences of your claim. Try to link your argument to some larger matter that your readers would likely deem important.

NOTE: Your essay may not necessarily fit into a 5-paragraph essay. You may have 6, 7, ... or even 12 paragraphs in your essay. To narrow your topic, choose two or three elements (or sub-topics) to thoroughly explore in your essay.

REPETITION

Key words and phrases will help you organize your argument and tie your ideas together. If your key words are repeated often, it is fine to provide variation – e.g. if you are referring to a “letter” throughout your argument, try varying it by using “correspondence” every so often.

2. Revision and Extension of an Existing Essay or Research Paper (the number of additional pages will depend on the extent of revision to the existing paper, which is done in consultation with me)

- a. Your paper must reference the research from your annotated bibliography
- b. Your paper must have a thesis statement or a statement of purpose
- c. You must attend, at least briefly, to a counter argument or problem posed by one of your sources
- d. You may include visual references, figures, and tables

Guidelines

A revision is as the word suggests: a re-vision of your paper where you are to “re-see” your original essay from a new perspective. At this point, you have had some time away from your paper and should be able to look at it in a new way and with an awareness of some of the problems you encountered when you wrote it the first time around. Additionally, you will feedback from your peer reviewer and myself and although it may be tempting to simply correct the obvious errors (grammar, typos, sentence structure), you should direct your focus elsewhere. While you should make note of the *kinds of errors* (e.g. improper use of apostrophes, sentence fragments, shifts in agreement/number/person, etc.) you have made so that you may be more vigilant during the editing stage, your focus should be on the consequences of the position you have developed.

What do I mean by focusing on the consequences of the position you have developed? Well, you should be asking yourself questions such as: “If what I’ve said is true, what comes next and why does it matter?” Revising is a lot more work than editing, but it is also the place where you make your own education through writing by demonstrating that you take your own thoughts seriously enough to take them all the way through to whichever conclusions you’ve implied (either intentionally or unintentionally) and then fully consider the implications of these conclusions. The goal of revision is to distill your ideas and result in an increased understanding of both the material under discussion and your own thought processes surrounding it. Revision helps you to think more carefully and critically as well as to craft clearer, fuller, and more articulated thoughts.

One quick-fire way to tell if you are editing or revising is to answer the following question: “Am I learning anything new by working on this paper in this way?” If the answer is “yes,” then you are revising; if the answer is “no,” then you are likely editing to distill your original thoughts or are daydreaming about something else entirely.

When revising a paper, you must consider rewriting it on two levels: your central position and the individual paragraphs you use to support your central position. To revise on these two levels, consider the following:

Regarding your **central position**, answer and reflect upon the following questions:

1. What is the purpose of your essay? Which issues or critical concerns do you address and how do you address them?
2. What are the central concepts in the text or texts you explore? Do you define and explain relationships between these concepts?
3. Do you explain how and why the author’s ideas relate to your own?
4. Have you considered the issue from more than one perspective? How might individuals with different interests approach the issue or concept? How would they respond to your position? Could you provide answers to any possible objections? How might you change your position based on the answers to these questions?
5. Are there any issues brought up during class discussion, by your instructor’s comments, or while rereading assigned material (text and/or texts along with your original essay) that *were not* fully covered within your original essay?

To revise **individual paragraphs**, answer the following questions regarding each type of paragraph listed below. Note that you must be able to identify the different types of paragraphs within your essay. Chapter 8 in the fifth edition of *The Everyday Writer* contains this information if you need to reread it.

Introductory paragraph(s):

1. Do you pose a question or statement that your essay seeks to answer or better understand and explain?
2. Do you introduce and explain concepts central to your position?

3. Do you explain the focus of your essay and why it is important?

Body paragraphs:

1. Does each of your body paragraphs contain a clear focus?
2. Do you justify the inclusion of each quotation by explaining its relevance to your central focus? That is, do you explain *how* your quote supports your position or argument?
3. If you are using more than one source, do you situate your sources to produce a conversation with one another? That is, do you explain how one author reacts (or might react) to the ideas or observations of another author? Do you explain how that reaction might challenge or support your position or argument?
4. Do you include transition sentences at the beginning or end of key paragraphs that shift from one component of your argument to another? Do these sentences connect the ideas in your paper clearly and concisely?

Concluding paragraph(s):

1. Do you explain why your idea or position is significant to ongoing discussions of your topic? That is, have you found a way to answer the “so what...?” question?
2. Do you summarize the main support for your central idea to expand on the “so what” of the matter?

Once you have completed these steps, edit your paper! Be mindful and vigilant of the errors outlined by your peer reviewer and instructor on your original assignment because they may manifest in your revision as well.

3. Career Exploration Assignment

- a. Complete a “Four-Way Attention Chart” as per the guidelines from the article “Take the Four Way View” in Andrea Lunsford’s *Everything’s An Argument*, 1026-1038.
- b. Complete the personality test at <http://www.humanmetrics.com/cgi-win/JTypes2.asp>
- c. Note your results and discuss the accuracy or inaccuracy of the description in relation to your personality from “The 16 MTBI Types” provided by the *Myers & Briggs Foundation*.
- d. Peruse job boards and select three job postings that appeal to you.

Instructions

Address the following questions as you compose your career plan for one posting:

- How does this job match my four-way view?
- Is this job well suited to my personality, skills, and aptitudes?
- Will this job involve relocating? If you are leaving the country, what is the timeline for obtaining a VISA?

- If the posting lists the salary, how does it compare with the cost of living in the region within which I will reside? (<http://money.cnn.com/calculator/pf/cost-of-living/>)
- Are there any other logistics and/or requirements of the job that I will need to attend to after I complete my degree?
- What are the long-term prospects and/or growth of the industry I am interested in working in for the long haul? (<http://www.bls.gov/opub/mlr/2012/01/art4full.pdf>)
- Divide your paper into the following sections:
 - My interests and priorities (this area will include your four-way view and your personality)
 - An Industry and Career Path analysis (this is a research component)
 - Situate Job Posting A in relation to your interests and priorities
 - Situate Job Posting B in relation to your interests and priorities
 - Situate Job Posting C in relation to your interests and priorities
- Choose ONE of your three job postings. Please prepare a tailored résumé and cover letter for that job posting.
- OPTION: Prepare and internship or graduate school application

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Humanities (English)
Course Number, Title, Credits	ENGL 1110 Composition I, three credits
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Dallas Hulse, Professor of English and Humanities Department Chair
Email and Phone Number of Contact Person	dhulsey@nmjc.edu 575-492-2833

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1110 Composition I

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze communication through reading and writing skills. 2. Employ writing processes such as planning, organizing, composing, and revising. 3. Express a primary purpose and organize

supporting points logically. 4. Use and document research evidence appropriate for college-level writing. 5. Employ academic writing styles appropriate for different genres and audiences. 6. Identify and correct grammatical and mechanical errors in their writing.

Institution-specific Student Learning Outcomes

- Express information concisely.
- Structure and organize information.
- Develop information with content appropriate to an assignment's purpose.
- Discover and limit a subject for writing.
- Generate a thesis statement for a series of related and unified paragraphs.
- Organize a paragraph around a single point.
- Adopt appropriate voice, tone, and level of formality.
- Generate clear sentences according to standard English syntax.
- Determine supporting details for a topic.
- Demonstrate an ability to use a variety of rhetorical techniques such as: description, cause/effect, analogy/example, narration, definition, comparison/contrast, process, persuasion, and classification.
- Edit and revise writing to improve effectiveness in such areas as: clarity, organization, unity, logic, coherence, and audience appropriateness.
- Proofread a piece of writing to correct grammatical, mechanical, and spelling errors.
- Evaluate writing for organization, execution, and content.
- Show an understanding of intellectual property rights and plagiarism, including the use of appropriate documentation for sources.
- Use basic MLA format.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

At the start of the course, students complete a diagnostic essay to assess their writing abilities and to provide individualized feedback on writing concerns, including organization, content, mechanics, grammar, formatting, and audience awareness. The course provides instruction on college-level reading and writing with lessons on reading and how to apply reading techniques to writing for more effective communication. Students learn about the writing process, idea development, structure, organization, and audience awareness. To assess student learning, students write five college level documents on topics picked by the instructor while also reading and analyzing appropriate readings from the NMJC library. Instructors assess each essay with the attached rubric.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Instructors provide instruction on critical thinking skills related to reading and writing throughout the course. Students analyze readings by examining the evidence and reasons used by authors while also learning to recognize the most common informal logical fallacies. Learners engage in conversation with each other about the issues raised in the readings while the instructor facilitates conversation via live conversation and/or online discussion boards. Students practice using support and evidence while addressing opposing views and avoiding the most common fallacies in essays that require the use of persuasive and argumentative writing strategies. Students

further practice critical thinking by commenting on each other's rough drafts. Instructors assess the quality of critical thinking with a rubric.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Instead of using a textbook, instructors use library resources for readings to educate students about the library resources and benefits of using the library instead of a search engine like Google for research. Instructors highlight the benefits of using library databases to obtain sources that are more credible and easier to cite. As part of the departmental curriculum, instructors assign one major essay relating to the topic of intellectual property to facilitate education and discussion about intellectual property issues, including citation, copyright, fair use, etc. In this class, students must find, use, and cite sources in MLA format. Instructors assess information and digital literacy in the context of an essay assignment and use a rubric to assess student learning.

E. Supporting Documents (required).

Sample Course Rubric Attached **Sample Assessment Attached**

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

https://www.nmjc.edu/about/institutional_effectiveness/documents/assessment/Assessment%20of%20Student%20Learning%20-%20Fall%202014.pdf

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/6/2018

Date

HED Internal Use Only

Presented to NMCC on _____
Date

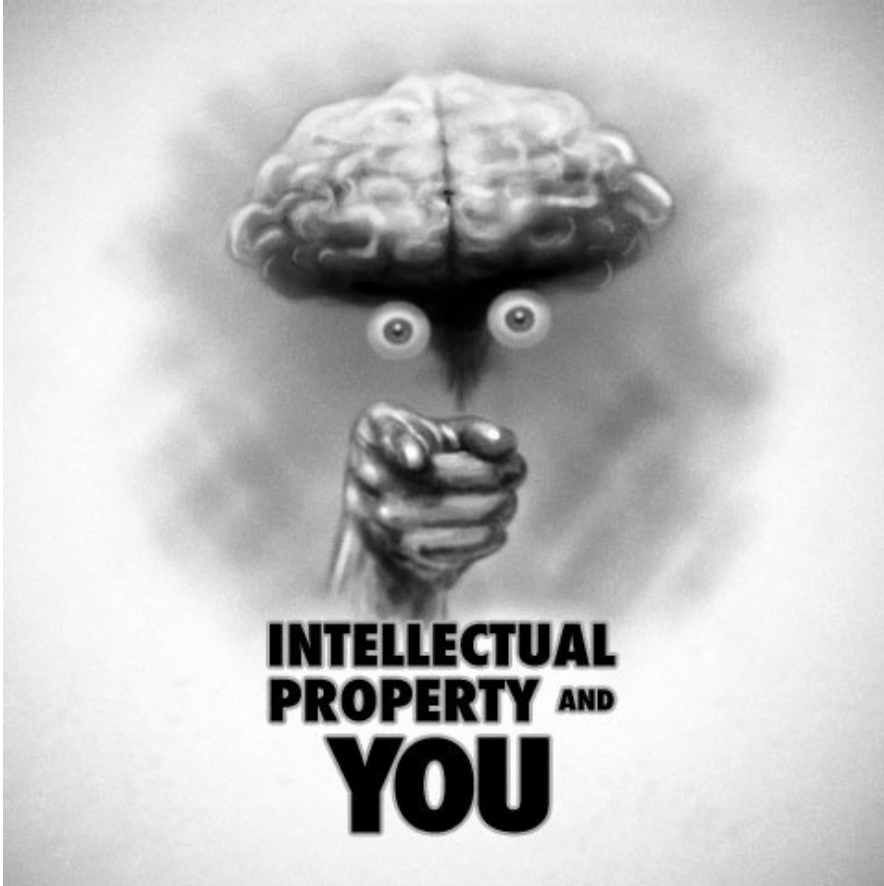
Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Owning Ideas:

Intellectual Property in the Internet Age



This assignment presents and quizzes you about the instructions for a major essay assignment in the course. You will submit the actual essay at the end of the module with the "Essay Due: Owning Ideas" assignment.

Warning: Failure to follow instructions about using and citing sources will result in a grade of zero for this essay. Read the instructions and other materials in the module carefully, and let me know if you have any questions about using or citing sources.

Introduction:

John Locke, whose ideas greatly influenced the writing of the "Declaration of Independence," wrote "The reason why men enter into society is the preservation of their property." Our laws state people own their ideas in the same way they own physical property like an iPhone or a car. For example, if you write a book, you own the rights to the writing. You own the rights to copy, publish, post, give away, or sell the book. The book is yours just like your car is yours, and our laws say that if someone copies your book and posts it online without your permission, you have been robbed and can seek compensation in court.

Many concepts in our culture revolve around the idea of owning ideas (intellectual property). We have an entire vocabulary that refers to the ownership of ideas, including terms like invent, patent, copyright, public domain, quote, paraphrase, cite, plagiarize, and piracy. This assignment asks you to write an essay relating to intellectual property, and you will select your topic on the next page.

Select a Topic:

Option I: College Guide

Write a guide for about how to avoid plagiarism. Use details and examples. Telling students to cite all sources properly is vague and useless advice for someone who does not know when or how to use and cite sources. Offer solid and clear advice on how to avoid plagiarism. This is a difficult topic to make interesting, so keep an eye on using engaging examples of plagiarism to create interest.

Your thesis should be something like this-- To avoid plagiarism, students should A, B, and C.

In your essay, use and cite three appropriate sources about plagiarism from the Opposing Viewpoints database.

Option II: Art Crime!

Thirteenth Floor is a website selling art and home décor. One collection they offer, by Impale Designs, is SWvsWWII, which stand for Star Wars versus World War II. These images combine images of World War II and Star Wars. What intellectual property issues does the SWvsWWII images raise? Are the images plagiarism, piracy, copyright infringement, or vandalism, or are they innovative and law-abiding images? In your essay, use and cite information from the Thirteenth Floor website. Additionally, use two appropriate sources about intellectual property, copyright, piracy, or plagiarism from the Opposing Viewpoints database.

Your thesis should be something like this-- The SWvsWWII images do / do not violate intellectual property rights because A, B, and C.

Option III: Fanfiction

Fanfiction occurs when fans of a story build on the original by telling their own stories. For instance, fans of Harry Potter have written their own stories about Hogwarts. Find and read a work of fanfiction for a story you like. Is the fanfiction plagiarism or copyright infringement, or is it an example of fair use that pays tribute to the original creator? In your essay, use and cite your example of fanfiction. Additionally, use two appropriate sources about intellectual property, copyright, piracy, plagiarism, or fanfiction from the Opposing Viewpoints database.

Your thesis should be something like this— "Title of fanfiction" does / does not violate the intellectual property rights of Name of Original Creator because A, B, and C.

Option IV: Average Fan

Use of illegal music is common, and many fans do not even realize they are using illegal music, Compose a guide for the average music fan. How can the average person know whether the songs she listens to on her phone are legal or illegal?

In your essay, use and cite three appropriate sources about intellectual property, copyright, piracy, plagiarism, or music from the Opposing Viewpoints database or the list of suggested sources later in this lesson.

Your thesis should be something like this-- To avoid using illegal music, consumers should A, B, and C.

Your paper should:

Your goal for every essay assignment in this course is to write a paper organized around a central idea, which should be presented in a thesis statement at the end of the introductory paragraph. Body paragraphs should be arranged in a logical order with topic sentences and should use appropriate examples, dialogue, action, and sensory descriptions while also showing the reader who, what, where, when how, and why to develop each main point.

The finished essay should:

- adhere to the guidelines in the EN 113 Essay Guide.
- **be three typed pages (Anything less than 800 or more than 1,100 words cannot receive a passing grade).**
- **use and cite sources from Opposing Viewpoints as shown in this tutorial.**
- use the classical essay structure presented in the Fundamentals module.
- use complete and grammatically correct sentences.
- not use abbreviations or contractions unless you are quoting something that someone said in dialogue. This is a formal essay.
- not use phrases such as "I believe," "in my opinion," "it seems to me," etc. These phrases only take up space. The reader knows that it is what you think, believe, and remember because you wrote the essay. See the advice in "How to Say Nothing in 500 Words."
- be saved in a standard word processing file
- conform to the MLA format. See the En 113 Essay Guide or watch this video (full screen is best):

Documentation:

Since all of the available topics ask you to use sources, you will also **need** to include parenthetical citations **and** a works cited page in MLA format to acknowledge your use of sources from the Opposing Viewpoints database.

A **direct quotation** is the exact repetition of a source's spoken or written words. Direct quotations should be bracketed with quotation marks. For information on how to quote properly see the *Harbrace Essentials*, pages 88-89 and 385-390.

A **paraphrase** is a restatement of another person's ideas in words that differ from those in the original passage. You may find more information about paraphrasing, quoting, and avoiding plagiarism in chapter eleven of *Harbrace Essentials*.

Whether you quote or paraphrase, you must cite your sources, which tells the reader that the ideas being cited belong to someone else. We will use MLA (Modern Language Association) documentation, which consists of *parenthetical citations* and a *Works Cited* page. An in-text citation should accompany quotations, paraphrases, or specific reference to sources, including books, web pages, songs, paintings, films, etc. Also, note that **every** sentence that uses words and/or ideas from a source needs a parenthetical citation (also known as an in text citation).

Parenthetical Citations:

1. Quotation example with writer's name in

sentence: According to Rose, "Mardi Gras is the love of life" (386).

1A. Quotation example without writer's name in the

sentence: "Mardi Gras is the love of life" (Rose 386).

2. Paraphrase example with writer's name in sentence:

Rose believes that Mardi Gras expresses a love for existence (386). 2A. Paraphrase example without writer's name in

sentence:

Mardi Gras expresses a love for existence (Rose 386).

Note that the parenthetical consists of the writer's last name and the page number inside of parentheses at the end of the sentence. Place the period after the citation. If you include the writer's name in the sentence, then you only need the page number in the citation.

For sources with **no page numbers** like many of the electronic sources we use in this class, the citation is exactly the same except we do not have page numbers:

1. Quotation example with writer's name in sentence for an electronic source with no page

numbers: According to Rose, "Mardi Gras is the love of life."

1A. Quotation example without writer's name in the sentence for an electronic source with no page

numbers: "Mardi Gras is the love of life" (Rose).

2. Paraphrase example with writer's name in sentence for an electronic source with no page

numbers: Rose believes that Mardi Gras expresses a love for existence.

2A. Paraphrase example without writer's name in

sentence for an electronic source with no page

numbers:

Mardi Gras expresses a love for existence (Rose).

Works Cited Entries:

The Works Cited page is a separate page that is added to the back of the essay and is never counted as one of the pages for purposes of meeting a length requirement. Entries on a Works Cited page should be arranged in alphabetical order. By using the Opposing Viewpoints database to find and cite sources, you can copy and paste predone MLA Works Cited for sources as shown in this tutorial:
<https://www.nmjc.edu/userfiles/dhulsey/Opposingviewpoints.pdf>.

Here is an example Works Cited page that cites sources from the Opposing Viewpoints database in MLA format:

Works Cited


Dames, K. Matthew. "Plagiarism Is Different from Copyright Infringement." *Copyright Infringement*, edited by Roman Espejo, Greenhaven Press, 2009. *Opposing Viewpoints. Opposing Viewpoints in Context*.
link.galegroup.com/apps/doc/EJ3010595207/OVIC?u=nm_a_elin&xid=b4dac067.
 Accessed 28 June 2017. Originally published as "Understanding Plagiarism and How It Differs Copyright Infringement," *Computers in Libraries*, vol. 27, no. 6, June 2004, p. 24(4).

Gross, Emma R. "Clashing values: contemporary views about cheating and plagiarism compared to traditional beliefs and practices." *Education*, vol. 132, no. 2, 2011, p. 435+. *Opposing Viewpoints in Context*,
link.galegroup.com/apps/doc/A278759341/OVIC?u=nm_a_elin&xid=1768dba0.
 Accessed 28 June 2017.

"To Siri with love: HSC students find new ways to cheat." *Sydney Morning Herald* [Sydney, Australia], 10 June 2017, p. 2. *Opposing Viewpoints in Context*,
link.galegroup.com/apps/doc/A494917914/OVIC?u=nm_a_elin&xid=bd588636.
 Accessed 28 June 2017.

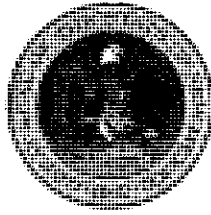
Other Assignment Resources:

- Evaluating Sources: Overview: <http://owl.english.purdue.edu/owl/resource/553/01/>
- Quoting, Paraphrasing, and Summarizing: <http://owl.english.purdue.edu/owl/resource/563/01/>
- Avoiding Plagiarism: <http://owl.english.purdue.edu/owl/resource/589/01/> (Links to an external site.) and <http://plagiarism.org/>
- Citation Machine (Citation Generator): <http://citationmachine.net/index2.php>
- MLA Style Center: <https://style.mla.org/>
- Tutorial for using and citing from *Opposing Viewpoints*: <https://www.nmjc.edu/userfiles/dhulsey/Opposingviewpoints.pdf>.

 This rubric has been brought to you by Dallas Hulsey	Exemplary: Considerably Exceeds expectations	Advanced: Exceeds expectations	Average: Meets expectations	Below Average: Approaches expectations	Failing: Does not meet Expectations
Responds to the assignment: Follows instructions and addresses the topic.	Completely follows instructions and stays on topic.	Follows instructions and stays on topic.	Follows instructions and rarely strays from topic.	Follows some instructions, but strays off topic.	Does not follow instructions and/or is off topic. Review Assignment Instructions.
Title and Introduction: The first paragraph introduces the topic, orients the reader, and engages the reader's attention.	Title is creative and engaging. Introduction creatively and fully introduces topic.	Title clearly reflects topic. Introduction is interesting and competently introduces topic.	Title generically indicates topic. Introduction is adequately developed and engages reader's attention.	Title is missing or unclear. Introduction isn't fully developed, is confusing, and/ or does not engage reader's attention.	Title is missing. Introduction is underdeveloped and/or confusing.

Thesis Statement: The main point(s) are developed in a thesis statement at the end of the introduction.	Thesis is placed appropriately while clearly and creatively identifying the main point(s) in one concise sentence.	Thesis is placed appropriately while clearly identifying the main point(s) in one sentence.	Thesis is placed appropriately while accurately identifying the main point(s).	Thesis is inappropriately placed is confusing, and/or is underdeveloped.	Thesis is missing or not readily evident.
Idea Development: Ideas are developed, using appropriate, arguments, evidence, examples, and details.	Paragraphs clearly and fully develop the main idea, making effective use of a wide variety of strategies to communicate the point.	Paragraphs clearly and consistently develop the main idea, using several strategies to communicate the point.	Paragraphs are adequately developed with clear examples and explanation, but would benefit from further development.	Paragraphs are underdeveloped, lacking clear and relevant examples.	Paragraph development is minimal, confusing, and/or off topic.
Organization: The essay is well-organized and unified.	Paragraphs begin with creative topic sentences that accurately predict content, connect to thesis, and serve as transitions between paragraphs.	Paragraphs begin with topic sentences that accurately predict content, connect to thesis, and serve as transitions between paragraphs.	Paragraphs begin with topic sentences that accurately predict content and connect to thesis.	Paragraphs include topic sentences that connect to thesis, but are misplaced or underdeveloped.	Topic sentences are missing, do not connect with thesis or are confusing.
Conclusion: The conclusion leaves the reader with a strong last impression.	Conclusion is creative, clear, and developed, ending on a strong note.	Conclusion is clear and developed, ending on a strong note.	Conclusion is a basic summary of the essay's main ideas.	Conclusion is confusing or underdeveloped.	Conclusion is nonexistent or off topic.
Language: The essay uses clear, appropriate, and direct words and phrases.	Language is always concise, clear, appropriate, and direct with no errors in word choice while fully defining key terms.	Language is consistently concise, clear, appropriate, and direct with few errors in word choice while fully defining key terms.	Language is generally concise, clear, appropriate, and direct with some errors in word choice while defining key terms.	Language is not always concise, clear, appropriate, or direct with some errors in word choice.	Language is confusing or wordy with frequent errors in word choice.
Sources: In-text citations and Works Cited Page follow MLA format as appropriate. NA	All quotations and paraphrases are documented correctly with both in-text citations and Works Cited entries.	All quotations and paraphrases are documented correctly with both in-text citations and Works Cited entries, but contain a few minor errors in citations or Works Cited entries.	All quotations and paraphrases are documented correctly with both in-text citations and Works Cited entries, but contain several minor errors in citations or Works Cited entries.	Not all quotations and paraphrases are documented correctly with both in-text citations and Works Cited entries, but effort to cite sources is evident.	In-text citations and Works Cited are inaccurate, confusing, or not present.
Grammar and Mechanics: The essay uses conventional spelling, sentence structure, grammar, and punctuation.	Demonstrates control of grammatical and mechanical usage with no errors.	Demonstrates control of grammatical and mechanical usage with a few minor errors.	Demonstrates basic control of grammatical and mechanical usage but contains several minor and moderate errors.	Demonstrates emerging control, but contains frequent errors that interfere with comprehension.	Demonstrates minimal or no control of conventions.
Overall:	Considerably exceeds expectations	Exceeds expectations	Meets expectations	Approaches expectations	Does not meet expectations

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Table with 2 columns: Field Name and Value. Fields include Name of Institution, Department, Course Number, Title, Credits, Co-requisite Course Number and Title, Is this application for your system, Name and Title of Contact Person, and Email and Phone Number of Contact Person.

Was this course previously part of the general education curriculum?

[X] Yes [] No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- [X] Communications [] Mathematics [] Science [] Social & Behavioral Sciences
[] Humanities [] Creative & Fine Arts [] Other

Which essential skills will be addressed?

- [X] Communication [X] Critical Thinking [X] Information & Digital Literacy
[] Quantitative Reasoning [] Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1113

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

In this course, students will read, write, and think about a variety of issues and texts. They will develop reading and writing skills that will help with the writing required in their fields of study and other personal and professional contexts. Students will learn to analyze rhetorical situations in terms of audience, contexts, purpose, mediums, and technologies and apply this knowledge to their reading and writing. They will also gain an understanding of how writing and other modes of communication work together for rhetorical purposes. Students will learn to analyze the

rhetorical context of any writing task and compose with purpose, audience, and genre in mind. Students will reflect on their own writing processes, learn to workshop drafts with other writers, and practice techniques for writing, revising, and editing.

Student Learning Outcomes

1. Analyze communication through reading and writing skills. Employ writing processes such as planning, organizing, composing, and revising.
2. Express a primary purpose and organize supporting points logically.
3. Use and document research evidence appropriate for college-level writing.
4. Employ academic writing styles appropriate for different genres and audiences.
5. Identify and correct grammatical and mechanical errors in their writing.

Institution-specific Student Learning Outcomes

I. Cognition

- A. Define and identify logical fallacies.
- B. Define and identify elements of logical progression.
- C. Differentiate between evidence and implication.

II. Reading

- A. Identify and evaluate authorial intent.
- B. Identify implications of argument and evidence.
- C. Identify and evaluate authorial and reader bias.

III. Research

- A. Effectively employ a variety of electronic and print sources.
- B. Effectively employ a variety of in-text citations.
- C. Generate annotated bibliographies.

IV. Writing

- A. Use the full writing process to generate academic material.
- B. Write across the academic curriculum.
- C. Generate an effective and extended argument.

V. Persuasion

- A. Correctly use statistics in logical argument.
- B. Correctly use examples in logical argument.
- C. Effectively use illustration in logical argument.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

In ENGL 1113, College Freshman Composition I, students will communicate clearly in written responses to readings such as non-fiction memoirs or essays, non-fiction books, persuasive essays or writings, advertising, academic articles from journals, internet content, and peer work using strong mechanics, clarity of ideas, and cohesion of content within paragraphs and larger pieces of work. Students will also demonstrate the ability to communicate their own

Ideas in assignments such as informative and persuasive, long and short journals and essays about non-fiction topics based on their own experiences and research using academic and non-academic print and digital sources. Students will demonstrate the ability to communicate and defend an argument within writing using strong content, structure, mechanics, and integration of research. Students will orally communicate with their instructor during one-to-one conferencing and with their peers during various in-class discussions about structure, content, mechanics, and research during peer reviews, lectures, and in-class assignments. Additionally, students will create oral and visual presentations that clearly present and defend a researched argument with evidence.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Throughout ENGL 1113, the overarching goal of the course is for students to understand, process, deconstruct, and synthesize formal language—all with the goal of critical thinking in mind. When the first essay is assigned, students are asked to research and write about a culturally relevant topic of their choosing. Over the course of multiple essays, this topic will be their primary focus for the entirety of the semester. Although some students will have a basic comprehension of their chosen topic, research is a vital tool in truly understanding the subject matter. The class is restricted to using solely library database, government, and university documents as secondary sources. Students are encouraged to petition for outside sources, as doing so helps them to identify reliable information—separating the wheat from the chaff, and thus critically thinking about what makes a legitimate source. With quality sources in hand, we work on processing the information they now understand into a viable structure. This is accomplished through traditional essay scaffolding, such as outlines, rough drafts, retro outlines, etc. As the students apply, analyze, assert, and refute their sources in their first draft, they are actually in the act of deconstructing the source texts and synthesizing them into their own arguments. This is a repetitive, recursive process that occurs throughout the draft progression. After completing their first draft, students exchange these rough drafts with peers, so that they may practice editing others' works—to learn to edit their own. When the first essay is submitted, they must restart the process with a different genre of essay, while retaining to same topic. After completing several essays in this fashion, the class terminates in an essay that has the students apply all their new-found rhetorical and scholastic skills to an issue that both relates to their topic and/or a local quandary at New Mexico Military Institute.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The foundational objective of Freshman Composition I (ENGL 1113) at NMMI is the effective use of secondary sources to support a cogent argument in a formal, academic essay structure. To this end, students will practice critical analysis of professional, published writing to discern the authors' theses and the myriad ways the authors utilize evidence (especially quotation, paraphrase, and summary of secondary sources) to make connections in support of their arguments. In assigned writing tasks, emphasis will be placed on constructing arguments that connect two or more

sources. In a scaffolded progression, students will move from working with assigned sources vetted for credibility, appropriate level of complexity, and multifaceted potential as material for the assigned writing task, to researching and choosing such sources individually, in a guided environment. Research instruction at NMMI encompasses an introduction to major research databases (such as EbscoHost, JSTOR, and LexusNexus) and other resources and materials available in and through the Paul Horgan Library, as well as instruction in discerning a source's origins and appropriateness in academic writing. Freshman Composition students also practice providing correct citations for the sources they incorporate into their own work, which includes training in MLA format and use of handbooks and other online resources for MLA format (such as Purdue Owl or the resources for students on the MLA's website). Additionally, students will acquire familiarity with Canvas, the online course management system that connects all NMMI classes, and which serves as a database for class materials as well as a portal for various kinds of submissions and other web-based class activities. For example, ENGL 1113 professors may pair instruction on Wikipedia's crowd-source paradigm with a project in which students create their own wikis on the course Canvas page. By their completion of Freshman Composition I, students will have acquired an experiential knowledge of common online tools and resources necessary to navigate the modern academy and participate in the greater scholarly conversation through researched, well-argued prose.

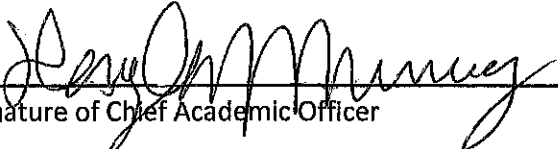
E. Supporting Documents (required).

Sample Course Rubric Attached Sample Assessment Attached

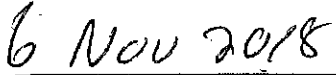
F. Assessment Plan (Must be on file with HED by August 1, 2019)

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment: (these narratives accompany statistics in an institution wide database)

ENGL 1113

Projected Outcomes

Create polished revised essays: Students will read multiple articles, participate in weekly discussion, and otherwise demonstrate sound analysis and critical thinking through research. Over the course of the semester, five essays and several shorter response papers will require critical thinking and then necessitate an involved revision process for clarity of thought process and organization.

Use critical analysis in writing. Students will be introduced to multiple texts and concepts, asked to make connections, compare, contrast, and then evaluate, in professional language, the value of the texts to society. The major essay assignment will determine both the students' final grade and ability in this regard.

Actual Outcomes

Create polished revised essays: On the extended, researched, grade-breaking essay, the score range was as follows: 20% A, 35% B, 25% C, and 10 % D or below. Students responded well to the variety of texts and demonstrated proficiency in determining legitimate sources based on the class's parameters.

Use critical analysis in writing: After reading almost every day, advanced critical thinking, and the ability to clearly communicate advanced critical thinking developed. Conception of concepts such as good and evil, honesty and lies, and other important allegories in literature appeared with fluency in their essays, responses, and written exams. The score range matched the results for "polished revised essays."

Demonstrate Written Communication

	Superior 4	Competent 3	Emerging 2	Substandard 1
Structure	Written work demonstrates sound organizational structures that employ smooth, consistent transitions along with clear, well-supported evidence.	Written work demonstrates well-handled and recognizable structures including transitions and cogent, convincing use of details and/or evidence.	Written work demonstrates simple recognizable structures but may fall short in transitions. Work shows comprehension of material but may not offer full analysis or use of evidence.	Written work demonstrates little clarity, coherence or use of supporting details or evidence.
Content	Work demonstrates exceptional insight and connects distinct observations with larger issues or inferences. Shows both critical thinking and synthesis.	Work adheres to the task at hand; demonstrates critical thinking and analysis.	Work provides plausible and sufficient exploration of material or concept; demonstrates sufficient comprehension of material but has room for growth and insight.	Work fails to demonstrate comprehension of material. Work lacks completeness.
Mechanics	Although not completely without error, work shows mastery of punctuation and grammar and is stylistically sophisticated.	Grammar and mechanics within the work are sound. Errors present do not suggest lack of understanding of the essentials of written communication.	Grammar, syntax, and punctuation are functional but may be awkward or occasionally faulty.	Work includes numerous distracting errors in grammar and mechanics.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Northern New Mexico College
Department	Language and Letters
Course Number, Title, Credits	ENG 111 Composition I, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	NO
Name and Title of Contact Person	Lori Franklin
Email and Phone Number of Contact Person	lorig@nnmc.edu ; 505-747-2215

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1110

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes 1. Analyze communication through reading and writing skills. 2. Employ writing processes such as planning, organizing, composing, and revising. 3. Express a primary purpose and organize supporting points

logically.4. Use and document research evidence appropriate for college-level writing.5. Employ academic writing styles appropriate for different genres and audiences.6. Identify and correct grammatical and mechanical errors in their writing

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

English 111: Introduction to Composition addresses the critical skills through formative and summative multi-modal assessments.

Genre and Medium Awareness: Students will complete four essays in different genres – such as memoir, informative, analytical, and argumentation – in ENGL 111 that encourage them to utilize different rhetorical modes of writing. Utilizing the rhetorical elements of audience, situation, purpose and voice throughout each assignment, students will gain increasing medium awareness for their writing.

Application and Versatility: Students will be introduced to metacognitive practices that provide them time/space to engage in reflection on the applied uses of writing and their own scaffolded growth through the writing course. Students will be introduced to best practices in MLA format and citation style, refresh their grammar/mechanics, and engage in critical discussions about professionalism in writing.

Strategies for Evaluating Messages: Through a variety of in-class activities and related assignments, students will practice multiple forms of evaluating messages including: understanding that genres emerge from particular social, disciplinary, and cultural contexts; understanding appeals of rhetoric; comparisons of writing samples from a variety of publications; and performing peer reviews of classmates' essays to recognize and give meaningful feedback.

Production of Arguments: Students will be introduced to a variety of frameworks to help them begin recognizing arguments such as identifying logical fallacies, understanding fact/opinion/belief/prejudice, and critical reading skills. Then students will be encouraged to develop and support thesis statements with evidence in low stakes (weekly reading responses) and high stakes (major essays) writing assignments.

Assessments are formative and summative. Each major essay is graded in a summative process that includes collecting a first draft, evidence of a peer review session, and a final draft to demonstrate a student's engagement in the writing process (graded with rubric). The course is concluded with a summative assessment that requires students to create a writing portfolio of all their work including a final reflective essay (graded with department-wide rubric during a team grading event). In-class or weekly reading responses are graded to provide frequent, timely, and context-specific feedback. Quizzes can be used to assess formative knowledge of content. Rubrics along with qualitative letters are used to assess professionalization and performance in classroom participation.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Problem Setting – Critical reading is a central component of ENGL 111. Students are assigned weekly readings, which are fodder for discussions guided by resources that encourage critical reading. In these discussions, students learn to recognize and evaluate other author’s arguments and essay organization. Through these models, students then are transitioned to developing their own statements of problems through thesis development.

Evidence Acquisition – In ENGL 111, students have a unit on library research and incorporation of evidence into analytical and argumentative writing. This course emphasizes learning the evidence acquisition skills of research organization, critical evaluating of sources, and proper citation (in-text, parenthetical, and works cited).

Evidence Evaluation – In relationship to “Production of Arguments” component of the Communications Area: Students will be introduced to a variety of frameworks to help them begin recognizing arguments such as identifying logical fallacies, understanding fact/opinion/belief/prejudice, and critical reading skills. Students will be introduced to a taxonomy of periodicals that provide a tool for understanding types of publications and how/if they are considered credible sources for academic situation.

Reasoning/Conclusion – By the end of the course, students will be expected to sustain reasoned argument in a paper organized with a central thesis, supported by original topics using credible evidence, and concluding with a reasoned opinion. Students will also be able to identify and analyze how other authors’ conclusions are successful; they will analyze conclusions as part of their critical reading practices.

Assessments are formative and summative. Each major essay is graded in a summative process that includes collecting a first draft, evidence of a peer review session, and a final draft to demonstrate a student’s engagement in the writing process (graded with rubric). Quizzes can be used to assess formative knowledge of content in development of critical thinking. In-class discussion and online discussion boards are additionally used as summative assessment of critical dialogue skills.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Authority and Value of Information – Development of library and research skills will be developed through activities designed to practice proper in-text, parenthetical, and work cited pages including evaluation and inclusion of appropriate online resources. In relationship to “Evidence Acquisition” and “Evidence Evaluation” components of the Critical Thinking section above, students will be introduced to understanding the credibility of sources online.

Digital Literacy – Encourage and demonstrate to students how to utilize word processing software, how to use free cloud-based online resources such as Google Documents, Dropbox, etc., and how to use their online learning platform (Blackboard). Additionally students will be introduced to online genres such as blogs, listicles, wikis, and websites by

being assigned readings from online sources. Dependent upon instructor, one major essay in ENGL 111 may focus on an online genre.

Information Structure: Students will practice professional online communication (email correspondence, moderating online dialogues, and participation in social media spaces). Students will have opportunities to discuss and write utilizing metacognitive practices about the differences/similarities between writing online and writing in hardcopy including issues surrounding instantaneously publication, recognizing the permanence of online writing, and understanding rhetorical situations for writing online.

Research and Inquiry: Students will be introduced to the use of academic databases for research, the use of Boolean searches for more effective searches, and to academic resources such as online archives and other digital research repositories.

Assessments are formative and summative. Major essay rubrics will include specific areas of focus regarding Information and Digital Literacy. Quizzes can be used to assess formative knowledge of content in development of information and digital literacy. In-class discussion and online discussion boards are additionally used as opportunities for summative assessment of critical communication and research skills.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan:

<https://nmmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

10/29/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment – NNMCC ENG 111

Assignment 1: Personal Narrative

Requirements:

- 3-4 pages
- MLA format (double spaced, 12 point font, headers), including an original title
- Use of figurative language
- Use of descriptive language
- Point of view must be consistent (1st, 2nd, 3rd POV)
- Structure must include: your super power, how you got that super power, how you can use that super power, how that super power helps you overcome adversity (define adversity)
- Conclusion must include a reflection that reveals the meaning of the essay

Every Superhero has an origin story, telling how they gained their powers and decided to fight crime. For your first assignment you will be the superhero at the center of your reflective personal essay. You will use figurative language and description to explain your origins, your “super power,” and what you plan on using your power for!

This assignment is not to write fiction (an imagined story). It is a nonfiction (based in reality) assignment where you are allowed to be creative! Use the metaphor of super powers help you to think of your own special gifts – for e.g., some people have the “super power” of drawing and being an artist. Maybe they first noticed it when they were very young and everyone else was drawing stick figures, but they were able to draw elaborate scenes or detailed portraits. Maybe being able to draw helped them survive their teenage years and the struggles associated with surviving high school. Maybe our hero was picked on and being able to escape into drawing was an important way to escape bullying. These details could be developed into a longer essay, and that in a nutshell, is how you should approach this assignment. At its heart, this personal reflection is a playful way to explore what motivates you and what you bring with you to achieve your goals.

Tips for brainstorming and getting started:

- List your talents – what are you good at inside and/or outside of class?
- Make sure that you have enough details to sustain a 3-page essay
- Make a sketch of yourself as a super hero! What symbol represents you?

Dates to Remember:

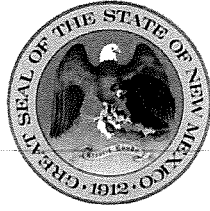
- First draft due October 26th – please bring 3 copies to class for Peer Review
- Final draft due November 2nd – submit paper copy in class

Rubric for Essay 1: Personal Reflective Essay (My Origin Story; 100 points)

HOCS – Higher Order Concerns	9-10 Excellent	7-8 Advanced	5-6 Proficiency	3-4 Developing	1-2 Unacceptable
Introduction – Is the introduction capture your attention? Is there a clearly stated thesis/plan for memoir?					
Organization –Is there a beginning, middle, and end? Is there any info missing?					
Genre Awareness – 1 st person point of view utilized? Did author include a flashback to provide exposition?					
Figurative Language – Are there at least three uses of figurative language (metaphor, simile, hyperbole, allusion, personification, etc.)?					
Audience/Evaluation of Message – Have you followed conventions of assignment sheet – including development of an engaging reflection for young adults?					
Conclusion/Resolution – Is there an “A-ha!” moment at the end of the piece? Does the piece conclude with a significant personal reflection?					
LOCS – Lower Order Concerns					
MLA Format (12 pt font, double spaced, header, running header and page numbers, 1 inch margins) including an Original title					
Spelling and Word Choice (no spelling errors, no misused words, no homonym errors)					
Grammar/Mechanics (punctuation, sentence structure, etc.)					
Evidence of Writing Process (first draft, peer review checklist completed by classmate, evidence of changes in final draft)					

Comments and Final Grade:

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Table with 2 columns: Field Name and Value. Fields include Name of Institution, Department, Course Number, Title, Credits, Co-requisite Course Number and Title, Is this application for your system (ENMU, NMSU, & UNM)?, Name and Title of Contact Person, and Email and Phone Number of Contact Person.

Was this course previously part of the general education curriculum?

- Yes (checked) No

This course will fulfill general education requirements for (check all that apply):

- AA/AS/BA/BS (checked) AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications (checked) Mathematics Science Social & Behavioral Sciences Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

- Communication (checked) Critical Thinking (checked) Information & Digital Literacy (checked) Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1120, Composition II

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)
List approved common course Student Learning Outcomes

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

At the beginning of the course, students continue to genre and medium awareness when they read and discuss the generic conventions of textual analysis. They then apply their genre awareness when they produce their own textual analysis of visual texts. Through the writing process that includes drafting, revising, peer and instructor critiques, students acquire strategies for understanding and evaluating a text's message as well as evaluating and producing written arguments. This process also includes self-assessment, peer assessment, and instructor assessment of students' texts, culminating in a formative final assessment by the instructor (see attached sample rubric). As the course continues, these critical skills are reinforced with a series of similar assessments structured around the production of texts in the genres of literary analysis, rhetorical analysis, and research writing.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students apply problem setting by formulating questions as they critique their own work as well as other students' texts. Students will acquire evidence for their peer critiques by analyzing the features of a specific genre in other similar texts, which will also allow students to evaluate the evidence used to develop the text's focus. For example, as students write a rhetorical, they will differentiate relevant from irrelevant information and fact from opinion as they analyze the evidence used to develop the argumentative thesis in a text. Students defend and evaluate their assessment of the reasoning and conclusions by responding in a written text. And instructors will assess student learning a grading rubric that evaluates critical thinking in their completed texts at the end of the writing process (see attached sample rubric).

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students evaluate source authority and credentials as well as quote, summarize, and paraphrase sources when they prepare an annotated bibliography for a research project. The annotated bibliography includes a selection of sources from academic databases. The research project displays appropriate design features-audio, visual, intertextual, multi-modal-that are assessed for students' use of effective digital media. In their research project, students evaluate and use an appropriate academic format (MLA, APA, Chicago) by completing academic formatting exercises. Students also use digital citation management software in MS Word or iOS Pages. Students learn to formulate research questions that are used to build a thesis that will generate a focused response for the argument presented in the

research project (see attached assessment). Information and digital literacy will be assessed with rubrics and questionnaires throughout the writing process in peer review, draft and final copy assessment as well as in discrete source, format, and research exercises (see attached sample rubric).

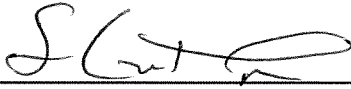
E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/01/19

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Requirements, Guidelines, Suggestions□

The project is intended to help you learn the techniques of research and documentation needed in college writing.

Requirements/Topics:

1. Your essay should be word processed, double-spaced, with one-inch margins all around.
2. Your essay should be approximately 1250-1500 words in length (5-6 typed pages).
3. Your essay should have an argumentative thesis and use the key features of an argumentative essay.
4. You need to use at least 5 sources. Your citation and documentation should be formatted correctly in MLA style or the APA style (depending on your research subject). At least one of your sources should be a book (electronic books are fine), and the rest of the others should be available in CNM's databases, at .edu websites, at .org websites, and/or at .gov websites. You are welcome to use .com websites or Wikipedia but only after the requirement for the first 5 sources is met. Also **do not** cite study sites/guides like Sparks Notes or Cliff Notes, and **do not** cite pay for essay sites like eheat.com or megaessays.com. The best electronic sources are usually found in databases, like those to which CNM subscribes, rather than those found through Google searches.

5. Choose one of the subjects from the following list:

- Digitizing Museum Collections
- Student Loan Debt Crisis
- Paying College Student Athletes
- Digital Copyrights and Digital Piracy
- Behavioral Addictions
- Repatriation of Cultural or Historical Artifacts and/or Art
- Adult AD/ADHD
- Net Neutrality
- Homelessness in Albuquerque, New Mexico
- Popularity of Dystopian Young Adult Novels
- Impact of Technology on Emergency Medical Care, Medical Care, and/or Nursing Care
- Use of Computers/Tablets/Smartphones in Early Childhood, Elementary, or Secondary Education
- Cardiovascular Exercise versus Strength Training
- America's Deteriorating Physical Infrastructure
- The Future of Journalism/Printing/Museums/Books in the Digital Age
- The Efficacy of Dietary Supplements/Vitamins
- Narcissistic Personality Disorder
- Evidence-based Emergency Medical Care, Medical Care, and/or Nursing Care

Please do not ask if you can write about a subject that is not on the list.

Central New Mexico Community College
 School of Communications, Humanities and Social Sciences
 Fall 2018 Student Learning Assessment: English 1120

Assessment Team Scoring Rubric

Component Skill	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Communication				
Written work is appropriate for audience, purpose and context. (COMMa) (SLO1) (SLO2)				
Critical Thinking				
Relevant information is identified/used to address the problem/question (CTb)				
Response develops a conclusion that reflects an informed well-reasoned evaluation/argument (CTd)				
Information and Digital Literacy				
Response selects, uses, organizes and shares information by employing appropriate information formats/applications. (IDLc)				

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University
Department	Languages and Literature
Course Number, Title, Credits	ENGL 1120, Composition II, 3
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Carol Erwin, Chair of Department of Languages and Literature
Email and Phone Number of Contact Person	Carol.Erwin@enmu.edu; 575-562-2135

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1120 Composition II

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing, composing, and revising.

3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice).

Institution-specific Student Learning Outcomes

8. Produce 20 pages of portfolio-quality writing, working primarily from argumentation, and to incorporate at least 6 sources for each major paper, using quotations, in text citations, and a Works Cited.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Building upon the skills learned in ENGL 1110, students read critically from a variety of texts and genres, which may include essays, literature, film, or other multi-modal work. They produce 3 essays that are taken through the writing process, from invention to final revision. The essays are sequenced in the course, moving from 2 shorter formal research papers to a longer research paper that is 8-10 pages long and includes 6 peer-reviewed sources. Students evaluate and analyze sources with the aim of understanding and integrating multiple perspectives. In order to make persuasive arguments, students focus on the types of evidence, organizational patterns, tone, counter-arguments, and rebuttals. They position their argument within a rhetorical situation that effectively aligns their purpose and rhetorical strategies with their target audience. Minor, low-stake writing assignments, such as journal, proposals, and writing reflections, enable students to work through ideas, plan for their formal papers, and reflect about the choices they make as writers. They also complete peer critiques that are constructive and respectful.

The department uses a common grading rubric for all major essays to assess student development throughout the course, culminating in the longer research paper.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Building upon the skills learned in ENGL 1110, student practice distinguishing between assertions and evidence. For their formal papers, students develop open-ended research questions that will guide their research, they create a plan that breaks their inquiry into steps or parts, and they work with thesis statements that require demonstration and argument. Students gather sources, which they read critically, assessing the weakness and strength of arguments, as well as the credibility and relevance of sources. The directions for their major papers direct students to credible resources, such as CQ Researcher, the Library of Congress, and the National Archives. In their formal writing, they use evidence to draw sophisticated conclusions and build persuasive arguments, rather than use evidence merely to supplement opinions, general knowledge, and/or assertions. They use the rhetorical situation to guide them in selecting effective evidence, articulating the stakes of the argument, and incorporating counter-arguments and rebuttals. Through in-class discussion and minor writing assignments, such as journals, students explore complex issues, with an awareness to the ideological and cultural conditions that shape the perspectives of various groups.

The department assesses students' critical thinking skills informally through in class discussions and short writing assignment. The department uses the same grading rubric for the major papers, culminating in the longer research paper, which is where the department formally assesses.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students produce 2-3 essays for formal academic writing and incorporate at least 6 appropriate, peer-reviewed sources for the major (longest) essay, using quotations, summary, paraphrase, in-text citations, and a reference page. Guided by an open-ended research statement, they gather a variety of texts, such as print, online, and electronic resources from databases and library catalogs; they evaluate the credibility of sources; and they synthesize a variety of sources in order to create an original argument. They practice ethical writing in the use of source materials by appropriately citing and representing materials used in writing. Students are assessed informally through a variety of exercises and assignments, such as annotated bibliographies, research journals, and shorter essays, and formally through the longer research paper.

E. Supporting Documents (required).

Sample Course Rubric Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan Click here to enter text.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/5/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on (date) _____

English 1120 Topic Report & Research Paper Guidelines

For the big research project, you will research and make an argument on a topic of your choice. It is important to choose a topic that interests you. However, you need to take some time in choosing one that will work well. Do not choose a topic that is too broad (technology, education, etc) or that you are not interested in (you'll have no motivation to take the time to research it adequately). You also do not want to choose a topic has become very polarized. Because they are so polarized, there are a few topics that I do not allow: abortion, the death penalty, gun control, legalizing marijuana, stem cell research, and lowering the drinking age.

In order to do well on this paper, you will need to first research the history of the topic and the general debates before you will be able to determine a specific direction for your own research. **If you already have a pre-determined argument, you're going to have trouble writing this paper.** The research should direct your argument and not vice versa. In order to help you walk through the research process, you will write a report paper. This report will give you enough information to ask questions that will then lead your research for the bigger paper.

Structure of the Report:

This report is not an academic argument. It is a summary of the first part of the research project. Therefore, this project will include the following five sections, each with a separate header:

1. Introduction – In 2 cohesive paragraphs, you will to
 - identify your topic
 - explain why you've chosen it (this can include personal reasons/motivations)
2. Background & Chronology – In 8-10 cohesive paragraphs, you will summarize the topic's history. This needs to include:
 - when and why this topic began to gain interest for large groups of people
 - how social perception has changed over time; be sure to include specific information about how people viewed it in at least 3 different time periods. This might be a good place to incorporate primary sources.
 - important events/people shaping our contemporary perception(s)
 - any other relevant information
3. Current Debates – In this section, you will need to summarize major debates connected to your topic. You should not have chosen a polarized topic, so it is not simply a matter of summarizing those on the "pro" and "con" side. Instead, you need to explain how different groups of people view the topic. What do they consider important? What areas do they ignore? What kinds of facts do they use support their view point? Where and why do they disagree with others? You need to explain at least **3-4** different views/debates on the topic. You should write 1-2 paragraphs for each view, identifying each one with a separate sub-heading.
4. Narrowing your Direction – After this background work, you should be able to start narrowing your topic. Practically, this means that you should be able to ask very specific questions related to areas that others have overlooked and/or see differently. In asking these questions, you should also be able to articulate how your research will add to the conversation ("goes against the grain") which means identifying connections and/or areas not normally addressed in the background research. It might help to think about connections between discipline fields. For example, if I was researching PARCC (education), I might look at the ways in which it emulates a specific business model (business) or the way it does not account for personal development (psychology). For this section, you will first write 8-10 research questions. These questions **must** be open-ended and identify at least one discipline field related to the question. This means it cannot simply be a matter of typing your question into Google and finding a yes/no or statistical answer.

Example of a close-ended question:

How many students pass the PARCC test?

Example of an open-ended question:

What is the relationship between social class and PARCC test scores? (sociology)

NOTE: CQ Researcher, the Library of Congress, and the National Archives are great sites to begin finding historical information on a topic.

Requirements of Report:

You will not receive credit for this paper if it does not meet these basic requirements:

- You must format according to **APA guidelines** written in New Times Roman font size 12 (do not include the title page or abstract)
- You must use a minimum of 6 different sources.
- Each section must meet the minimum paragraph lengths
- Inclusion of the Reference page
- Uploaded to Blackboard (less than 30% use of direct quotes)
- You must include at least one primary source that dates back to the 1950s or earlier

Research Paper

Once you finish the report, you are ready to begin researching for the final paper. Most, if not all, of your topic report will NOT be included in your final research paper. Remember, for the research paper, you may **not** use dictionary entries, generalized encyclopedias, information you found through Googling, and .com, .org, and .edu sites. The reason is that you need to learn how to find, understand, and integrate academic research. You may use sources from any college library and from the ENMU online database.

An academic research paper requires that you do more than just summarize what others have said. It requires that you listen to all the conversations about the topic and then add something “new” to that discussion. Typically, scholars add new information in one of the three following ways:

- Disagree with **one part** of another’s argument (avoid binary debates by disagree with all parts)
- Expand upon another’s argument by showing new applications
- Identify and explore an area that is ignored and/or underdeveloped

Research Paper Requirements:

You will not receive credit for this paper if it does not meet these basic requirements:

- Formatted according to MLA standards and written in New Times Roman font size 12
- Use at least 6 different academic sources (not including dictionary, generalized encyclopedia like Wikipedia, or .com sites unless you receive special permission).
- Minimum length – 8 full pages (not including the Works Cited page).
- Uploaded to Blackboard
- Less than 30% plagiarized or direct quoted as identified by Safe Assign
- Student has completed all the draft work – students must turn in all **seven** the research journals and participate in both workshops (revision and editing).

STUDENT: _____

GRADE: _____

	Excellent	Good	Acceptable	Unacceptable
Introduction	Offers an interesting title that identifies the topic and argument	Offers an average title that identifies either topic or argument	Offers a dull title, or one that identifies neither topic nor argument	Offers no title
	Introduces the topic and sets up the specific argument in a way that is sophisticated in insight and that acknowledges the larger academic “conversation” about the issue.	Introduces the topic in a way that is interesting and that sets up the specific argument rather than just general information about the topic.	Introduces the topic generally	Provides little or no introduction
	Provides a clear, precise, argumentative thesis that is sophisticated in both statement and insight and which sophisticatedly forecasts points made in the essay	Provides a clear, specific, argumentative thesis, which forecasts points made in the essay	Provides a clear, general Thesis, which may or may not forecast	Does not provide a clear Thesis with forecasted points in the introduction
Body	Logically divides and sequences all Paragraphs and sentences to highlight the chosen argumentation strategy	Logically divides and sequences all Paragraphs and sentences	Logically divides and sequences most paragraphs and sentences	Divides and sequences paragraphs and sentences poorly
	Provides persuasive, precise topic sentences and transitions in all paragraphs; all paragraphs have one main idea and work together to illuminate the organizational scheme of the paper	Provides clear topic sentences and/or transitions in all paragraphs; all paragraphs have one main idea	Provides topic sentences and transitions in most paragraphs; some paragraphs contain more than one main idea	Provides few or no paragraphs with topic sentences and/or transitions; many paragraphs contain more than one idea
	Provides enough examples and analysis to make the paper’s intent clear, and to make the entire paper persuasive, interesting, and insightful	Provides enough examples and analysis to make the paper’s intent clear, and to make most of the paper persuasive and interesting	Provides enough examples and analysis to make the paper’s intent clear	Does not provide enough examples and analysis to make the paper’s intent clear

PAPERS WILL RECEIVE A GRADE OF “F” FOR ANY ONE OF THE FOLLOWING:

Paper does not meet page or word count requirement	Paper is off topic	Paper has no discernible thesis	Paper has extensive errors that interfere with communication of ideas	More than 4 marks in D column	No works cited or reference page	No in-text citations	Uses inappropriate sources .com or generalized encyclopedias
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	Excellent	Good	Acceptable	Unacceptable
Conclusion	Provides a provocative conclusion that draws specific conclusions based on the argument that is made	Provides an interesting conclusion that reiterates the argument without simply repeating it.	Restates the argument	No conclusion or a conclusion that does not address issues presented in the essay
Formatting and Mechanics	Applies Style Guide format elements (spacing, page numbers, margins, etc.) with no obvious errors	Applies Style Guide format elements (spacing, page numbers, margins, etc.) with very few errors	Applies Style Guide format elements (spacing, page numbers, margins, etc.) with frequent minor errors	Applies no Style Guide format element or distorts them (i.e., missing page numbers, extra-broad margins)
	Maintains a distinctive and convincing voice appropriate to the rhetorical situation and that includes precise diction	Maintains a convincing voice appropriate to the rhetorical situation and exhibits some stylistic deficiencies (vague words, generalizations, etc)	Maintains a tone acceptable to the rhetorical situation and contains some significant stylistic deficiencies (cliché language, over-reliance on passive voice, etc)	Exhibits an inappropriate tone in much or all of the paper and/or many stylistic deficiencies
	Exhibits nearly error-free writing and demonstrates proof of serious revision	Exhibits a few common sentence-level errors and demonstrates proof of revision	Exhibits multiple common errors and/or some serious errors, but none that interfere with the communication of ideas and demonstrates little proof of revision	Exhibits numerous errors that interfere with the communication of ideas and demonstrates no proof of revision
Support	Provides properly formatted and integrated in-text citations with almost no errors	Provides properly Formatted and integrated in-text citations with some errors	Provides poorly formatted in-text citations with frequent errors or does not integrate in-text citations well	Provides only some in-text citations or fails to provide any citations but does attempt to make it clear where the sources come from
	Provides a Works Cited page, formatted correctly with almost no errors	Provides a Works Cited page, formatted correctly with some errors	Provides a Works Cited page, poorly formatted or with abundant errors	Provides a Works Cited page that does not match the in-text citations or that does not attempt appropriate formatting
	Provides strategic development of all chosen research and/or textual selections and enters into meaningful dialogue with said materials	Provides satisfactory development of all/most chosen research and/or textual selections	Provides some adequate development of all/most chosen research and/or textual selections	Fails to adequately develop all/most of the chosen research and/or textual selection, or cannot develop said materials because they are missing

Bn 1

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Eastern New Mexico University-Roswell
Department	Arts and Science Education
Course Number, Title, Credits	English 2210; English Composition and Research (3 credits)
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Robin Billington
Email and Phone Number of Contact Person	robin.billington@roswell.enmu.edu 575-624-7252

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

English 1120 Composition II

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1.Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.2.Employ writing processes such as planning, organizing, composing, and revising.3.Use a variety of research

methods to gather appropriate, credible information.4.Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.5.Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.6.Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).7.Use an appropriate voice (including syntax and word choice)

Institution-specific Student Learning Outcomes

1. Gain the ability, by the end of the course, to produce between 20-25 pages of portfolio-quality writing, working primarily from argumentation, and to incorporate at least 3 sources for each major paper using quotations, in-text citations, and a reference page.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will develop an actionable central research question and verbally propose a research project related to a course theme. Also, they will conduct primary and secondary research and design an action-oriented research project for web publication. They will propose solutions to problems and develop a call to action that is understandable and relevant to target audiences. Students will learn about the power of writing and how communication is enhanced by strong, well-argued essays. By engaging in pertinent questions and problems, there will be an opportunity to enter into important discussions and discover meaning in regards to their everyday lives. Students will learn the importance of intellectual property and the proper citation of sources; they will learn the role that research plays in formulating social and cultural ideas. They will discover how research lends authority to the formulation of arguments and to the construction of ideas.

This course presents students with a wide variety of qualitative and quantitative methods for doing research in scholarly and professional contexts. The course gives students a hands-on sense of communication research methods, including survey research, content analysis, experimental approaches, interviewing, discourse analysis, field research, and historical methods. Learning will be assessed through argumentative writing, discussion, publication of papers, and oral presentations of essays and facts obtained through research and observation.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will construct an overview of a topic so that they can see its complexities more clearly and identify relationships between different aspects of a topic. Students will learn how to conduct research and write about a particular issue. Students should want to create change in the world through research and writing. Students will delve deeply into literary and cultural texts. The course teaches evaluation and understanding of the implications of research. This is measured by assessing and interpreting evidence by systematically considering research validity, results, and relevance. Another measure is critical evaluation of context in writing and reading. Finally, critical introspection enables students to gain an understanding of personal knowledge, experience and values. The following skills will be learned by students: obtaining appropriate

information in an ethical, transparent and reproducible manner; appropriately analyzing the information by developing classifications, sorting information, rating information, ranking information, and organizing information into a mind map; drawing conclusions on the basis of the validity and reliability of the information and meaning of the results, and comparing these results to other studies; disseminating the implications widely, including to those who may effect change; and critically appraising student research papers to confidently and accurately identify strengths and weaknesses in order to assess the usefulness and validity of research findings.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students in electronic environments are able to gain access immediately to a broad range and great depth of information. Students will learn how to compose in a digital environment by using scholarly articles from ERIC, EBSCO host, and other online databases. They will create a digital portfolio that enables them to publish and share their research and writing. This course will teach students to use technology to try to navigate their environments, solve problems, and make decisions. Students must use the internet and mobile devices for key activities such as research, problem-solving, and decision making. Students will emerge from the course with the following skills: possessing confidence in using computers; getting new technology to work; using digital tools for learning; and determining the trustworthiness of online information; and being familiar with contemporary “education tech” terms. Students will learn techniques for acquiring, organizing, evaluating, and creatively using multimodal information. Digital technologies are used for increasing capacity for individuals to adapt the tools for their own information and communication purposes. Students will have the capability to apply literacy skills to real world problems and knowledge building.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution’s General Education Assessment Plan This course has been revised recently as a direct result of the work my institution has been doing to create a clear and accurate Institutional Assessment Plan. When the General Education Task force issued the new requirements for integration of specific skills into general education courses, the Arts and Science Education Area began to work to look at what our courses were integrating and assessing and what adjustments needed to be made in the curriculum. Although a definitive

plan is not written and available for this certification submission, the plan will be in-line with HED's new common course number and common core transfer requirements

Ken Maguire

11.9.18

Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Lesson in Finding Valid Sources

Goal: Students will discover usable information and valid electronic sources in preparation for writing a research essay

Objective: After guided practice, 80 % of the students will identify valid sources that are usable in future essays.

1. Introduce the following terminology to the students:
Relevance, accuracy, bias/perspective, and reliability.
2. Explain that the above criteria must be utilized when assessing sources.
3. Show a variety of electronic sources and have students discuss which sources fit the criteria.
4. Ask students to access one data base and decide if it is usable and valid. Students briefly share their findings with the class.
5. Students will then independently access more data bases and evaluate them
6. Once the viable sources are established, students will retrieve usable data from the source.
7. Students should take brief notes about the information that they have found.
8. Once this exercise is completed, students will explain their findings to the class. The students should be able to verbalize the information that they found in their valid sources.
9. As the class listens to the findings, they evaluate whether the facts found by their fellow students are viable and usable in a research essay.
10. Close with a wrap-up of the importance of identifying valid sources especially in light of the inaccuracies on electronic media in today's age.

Eastern NM University Roswell rubric for English Composition and Research ENG 1120

Assignment: Examine usable information and valid electronic sources in preparation for writing a research essay

Component Skill	Emerging	Developing	Proficient
Digital Literacy	Accesses 1-3 data bases and collects information that is somewhat usable/viable and is relevant to the topic.	Accesses 4-7 data bases and collects information that is mostly viable/usable and is relevant to the topic.	Accesses 8-10 data bases and collects information that is almost always viable/usable and is relevant to the topic
Communication	Accurately uses little college-level vocabulary to verbalize some of the retrieved data in a group setting.	Accurately uses some college-level vocabulary to verbalize about half of the retrieved data in a group setting	Accurately uses mostly college-level vocabulary to verbalize most of the retrieved data in a group setting.
Critical Thinking	Identifies few inaccuracies, irrelevancies, omissions, and inconsistencies within the collected data.	Identifies some inaccuracies, irrelevancies, omissions, and inconsistencies within the collected data.	Identifies most inaccuracies, irrelevancies, omissions, and inconsistencies within the collected data.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



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DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution Luna Community College
Department Humanities
Course Number, Title, Credits ENG115, Freshman Composition II, 3
Co-requisite Course Number and Title, if any ENG111, Freshman Composition I, 3
Is this application for your system (ENMU, NMSU, & UNM)? N/A
Name and Title of Contact Person Sara Vigil, English Faculty
Email and Phone Number of Contact Person savigil@luna.edu 505-454-2592 ext. 1258

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1120 English Composition II

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.

2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice)

Institution-specific Student Learning Outcomes

8. Employ MLA & APA styles to format essays and cite sources

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

As the final essay assigned in the course, students will complete an argumentative position essay, based on a current controversial social topic. To establish their argument students will conduct ethical and reliable research, for supporting and opposing sides of the argument. The essay will be divided into three sections (supporting evidence, opposing evidence, and refutation). Through this essay, students will have to effectively prove through responsible research as to why the position they took on the issue is fair, accurate, ethical, and correct. They must also provide the same amount of responsible research to the opposition, in order to address why the opposition stands, and then refute why the opposition is, respectable, but less accurate as the supporting side. Through this process, students will learn the importance of well-rounded research and non-bias arguments, as well as ways on how to communicate with others when dealing with controversial topics.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Through the research process and writing process conducted during the writing of the Argumentative Position Essay, students will have to evaluate a controversial topic, from both sides of the topic, and determine which side is most accurate according to the research they conducted. They will have to determine the most logical and ethical way to organize their argument, as well as how to reason with the opposition. Each main point that the students present must be supported through reliable and accurate research.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The Argumentative Position Essay must be completed electronically using a word processing program such as, Microsoft Word or Google Docs. Essay needs to be formatted using APA style guidelines, and must include a cover page, abstract, reference page, and in-text citations. Students will also engage in academic online research using databases such as *Ebsco* and *Google Scholar*. They will also have to evaluate if the sources they use for research are appropriate, credible, and reliable.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

November 7, 2018
Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Research Position Essay

Freshmen Composition 2

Must be in APA format

10 pages 8-10 sources

*Must include: Cover Page, Abstract, and References (included in page count)

The purpose of the Position Paper Assignment is to help students learn how to evaluate controversial issues from a more objective standpoint, as well as to teach students how to construct logical and rational persuasive messages.

The assignment is broken in to three (3) segments: the Supporting Evidence, the Opposing Evidence, and the Refutation.

Supporting Evidence:

In this portion of the paper, you will present the side of the issue you believe to be the stronger side. You will prove your point by presenting evidence, which supports your arguments. You need to develop three arguments, which you believe prove that this perspective on or side of, the argument is the correct perspective.

To do that, you need to research the issue and present evidence, which supports: (a) your belief that this argument is relevant to the issue; (b) your belief that this argument proves the argument is accurate and correct; and (c) your belief that this argument is based on sound information or interpretation of the available information. Explain WHY you think the information you present proves your point.

Opposing Evidence:

While you may believe your perspective is correct, there is obviously another side of the issue, and there are people, perhaps even professional people, who agree with this other side. What are the best three arguments they can construct to prove THEY are correct? Note: you don't have to agree with them. Present the information as precisely what it is – the other side. You don't have to say you agree with it – say THEY believe this to be a strong argument, based on whatever factors are most important to them.

You need to use the same criteria to develop these arguments as you did to develop the ones supporting your own point of view. Is the argument relevant? Is it accurate and correct? Is it based on sound information? Remember, explain why they believe this proves them correct, but not as correct as your position.

Refutation:

In the third portion of the paper, you will take the arguments of the opposing side, and explain what is wrong with them. Why you were not convinced? What is the weakness in the argument? Is it based on faulty information? Is it based on faulty or biased assumptions? Is it coming from a worldview that is too narrow? Did they miss the big picture? What was wrong with it?

Remember that the audience does not only want to be left with what they shouldn't agree with, but they should understand why they should agree with your position. Therefore, refute the opposing side with evidence from your supporting evidence.

The key point in developing a strong refutation is to NOT get caught up in the emotions of it all. Think about it: what is more convincing: "you should believe this because I believe this and I know I'm right!" or "You have every right to believe you're correct, but what about this evidence? What about this information? You need to look at this evidence, too." The emotional appeal doesn't always work, and especially not when the topic is one someone is very strongly emotionally invested in. Many of these kinds of issues are ones we haven't ever thought about from an objective standpoint, and that is the weakness you need to exploit (for lack of a better word) to find a way to potentially change their minds.

Example:

If I believed that all college students should be required to take a health course before they could graduate college, what might be some of the arguments I could present?

1. the U.S. is the unhealthiest developed nation in the world (plenty of stats on this one)
2. Health care costs are rising dramatically, in part because of our poor health status.
3. Most college students are grossly undereducated about health issues.
4. The most pressing health concerns in the US today are chronic health problems stemming from habits we develop throughout our lifetimes.
5. Health issues are important enough to make the course a graduation requirement, rather than just strongly suggesting students take it.

If I believed that we shouldn't require it for graduation, what arguments might I present?

1. Health decisions are personal choices. Why should the rest of us be punished by requiring this course when we are making good choices?
2. Making it a graduation requirement adds to the amount of time it takes a student to complete the degree.
3. Most other schools don't require a health course. Why should we?

Depending on which side of the issue you decide to support, you would then need to devise a way to "explain away" the arguments of the other side, based on facts and evidence.

**Luna Community College's
STANDARD FOR EVALUATING WRITTEN WORK
IN ENGLISH COMPOSITION I & II**

The M-mastery Paper (90-100)

The "M" paper adequately develops a central idea with firm, logical support. It is challenging to both the writer and the reader and, at the same time, clear; its clarity is enhanced by careful paragraphing, e.g., a minimum of 5 sentences and developed with sophisticated analysis. It is marked by superior facility in technical skills, exactness and appropriate diction, variety in sentence structure, effectiveness in punctuation, and effective organization. The most distinguishing differences between the "M" and "E" paper is the spark of creativity and the imaginative use of language that makes the "M" paper unique.

The E-Exceeds Proficiency Paper (80-89)

The "E" paper also adequately develops a central idea with firm, logical support. Its ideas are clear, showing evident care and thought in the selection of the material. Its paragraphs are adequately developed. On the whole, the "E" paper is competent and comparatively free of errors in the use of English. In comparison to the "M" paper, however, while possibly created in its approach and even original in its concept, it lacks the necessary concrete support for complete effectiveness. Its sentences might clearly and sufficiently state "isolated" ideas, but it lacks logical subordination and sequence, both of which are needed for emphasis and mature expression.

The P – Average Proficiency Paper (70-79)

The "P" paper is average. It has a plan, which is fairly obvious. It avoids serious errors in the use of English, but it lacks the vigor and originality of thought and expression, which would entitle it to a higher rating. Specifically, its ideas are weakened through the use of outworn metaphors, clichés, jargon, slang, wordiness or other forms of inappropriate diction. "Just" adequate in developing a central idea with unity and coherence, the "P" paper does not exemplify above average to superior quality because, overall, it is deficient in logical development, consistency, imaginative language, and concrete support of ideas.

The I – Needs Improvement Paper (60-69 or below 60)

The "I" paper is below average in expressing ideas correctly and effectively. It contains serious errors in the use of English and fails either to present a central idea or to develop it accurately. Specifically it is:

1. Weak or incomplete in development of ideas usually caused by lack of clear thesis presentation and ineffective organization.

2. Lack of coherent relationships between ideas.
3. Overuse of generalizations
4. Lack of unity caused by digressions, rambling, or a confused relationship of examples and ideas.
5. Poor phrasing and general weakness in diction with excessive use of outdated metaphors, similes, clichés, jargon, slang, wordiness, or other forms of inappropriate diction.

Succinctly put, the "I" paper is deficient in several entities of exposition, thus exemplifying chaotic written communication. Also, in parts, the paper does not fulfill the requirements of the assignment.

The I – Needs Improvement Paper (60-69 or below)

The "I" paper does not state and develop a main idea. It includes numerous serious errors in grammar, spelling, and sentence structure, in addition to several careless errors that should have been observed and corrected by more careful proofreading. Most ideas are not developed or clearly organized, and instructor guidelines are basically disregarded.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution **New Mexico Highlands University**
Department **English and Philosophy**
Course Number, Title, Credits **ENGL 112, Composition II, 3 Credits**
Co-requisite Course Number and Title, if any
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person **Dr. Jason McIntosh**
Email and Phone Number of Contact Person **jlmcintosh@nmhu.edu, 505-454-3450**

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1120 Composition II

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres. 2. Employ writing processes such as planning, organizing, composing, and revising. 3. Use a variety

of research methods to gather appropriate, credible information. 4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose. 5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately. 6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.). 7. Use an appropriate voice (including syntax and word choice).

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Composition II at New Mexico Highlands University reflects the research-based position statements about writing approved by the Conference on College Composition and Communication and the Council of Writing Program Administrators. Students in Composition II complete four major essay assignments designed to teach the rhetoric and writing of arguments, especially the rhetoric and writing of arguments in academic discourses. Students also complete short assignments such as course readings, reading responses, writer's journals, author's notes, revision plans, hotspotting, glossing, and outlining. These short assignments teach students skills for critically reflecting on their own writing processes and for generating, revising, and editing writing. Composition II includes a significant amount of collaboration in the form of class discussion, writing groups, and peer response. Students learn strategies for both written and verbal response to peer writing.

Formative assessment is used throughout the course to assess student learning and modify instructional methods. Formative assessment includes reading rough drafts of writing assignments, conferencing with students, strategic questioning, checking for transfer, class surveys, and observation of collaborative activities such as peer response and class discussions. Summative assessment is used to assess student learning at the completion of major assignments such as essays, reading responses, and writer's journals. Summative assessment includes the use of rubrics, holistic grading, portfolios, contract grading, and other research-based methods of grading writing.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Composition II at new Mexico Highlands University reflects the "Critical Thinking, Reading, and Composing" section of the Writing Program Administrators Outcomes Statement for First-year Composition (3.0), which defines critical thinking as "the ability to analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts." Students in Composition II learn how to analyze and interpret the rhetoric of academic research and writing. The essays that they write are inquiry-driven, and students acquire and evaluate evidence from peer-reviewed research as they attempt to reach answers, solutions, or conclusions to problems or questions. They analyze and evaluate scholarly sources such as peer-reviewed articles, chapters, and books. Students use strategies such as synthesis, response, interpretation, and critique to participate in class discussions about scholarly texts and arguments, understand academic discourse, write with sources, and the ethics of academic research. Students also use critical thinking strategies such as synthesis, response, interpretation, and critique to reflect on their own writing and writing processes and provide feedback to peer writing.

Formative assessment is used throughout the course to assess student learning and modify instructional methods. Formative assessment of critical thinking includes reading rough drafts of writing assignments, conferencing with students, strategic questioning, and observation of collaborative activities such as peer response and class discussions. Summative assessment of critical thinking occurs within the context of the method used to assess completed writing assignments. These assessment methods include rubrics, holistic grading, portfolios, and contract grading.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

Students develop their information literacies in Composition II by learning how to locate, evaluate, and write with scholarly sources. Each major essay requires students to include scholarly sources such as peer-reviewed articles, chapters, and books. Students learn how to evaluate scholarly sources for authority, credibility, accuracy, and relevance to their research. The major essays and other course assignments teach research as a process of inquiry that involves ethical and rhetorical decisions in the selection, use, and production of information. Students develop their digital literacies by learning how to use research databases such as Academic Search Complete and ProQuest, organize their research with digital tools such as EndNote and Microsoft OneNote, and write with digital composing tools such as Microsoft Word Online.

Assessment of information and digital literacy learning is primarily formative and includes strategies such as observation and immediate feedback, conferencing with students, strategic questioning, and checking for transfer. Summative assessment occurs within the context of writing assignments that include the use of sources, require the use of specific digital media such as discussion boards, and/or require students to demonstrate literacy-learning as they compose digital texts. Summative assessment includes the use of rubrics, holistic grading, portfolios, contract grading, and other research-based methods of grading writing.

E. Supporting Documents

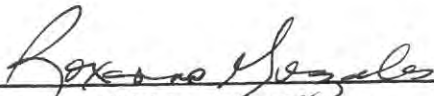
Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

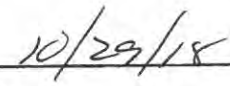
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan Click here to enter text.

<http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.


Signature of Chief Academic Officer


Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

New Mexico Highlands University
Composition II Sample Assessment

This writing assignment is an example of how communication, critical thinking, and information and digital literacies are assessed in Composition II.

Critical Thinking: Students demonstrate their ability to analyze and evaluate scholarly sources and to use strategies such as synthesis, response, interpretation, and critique to write with those sources.

Communication: Students demonstrate their ability to communicate and write within the genre of academic argument.

Information and Digital Literacy: Students use research databases to locate, evaluate, and analyze scholarly sources. Students also use digital communication tools such as Microsoft OneNote, Microsoft Word, Microsoft OneDrive, and BrightSpace.

Writing Assignment: Research-Based Argument

Length: 2,000 words
Number of Sources: 8

Corresponding Essential Skills

- Communications
- Critical Thinking
- Information and Digital Literacy

Corresponding Student Learning Outcomes

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice).

Assignment Description

In this essay, you will write a research-based argument that attempts to answer the research questions posed in your proposal and annotated bibliography. Your essay should demonstrate what you have learned about writing with scholarly sources and the discourses of academic arguments. This includes the ethical use of evidence, making concessions, finding common ground, rebuttal, and including opposing views. MLA documentation style is required.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution New Mexico Institute of Mining and Technology (New Mexico Tech)
Department Communication, Liberal Arts, Social Sciences (CLASS Dept.)
Course Number, Title, Credits ENGL 112. College Writing: Argument and Analysis, 3 credits
Co-requisite Course Number and Title, if any Pre-req, ENGL 111: Exposition
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person Dr. Steve Simpson, Department Chair
Email and Phone Number of Contact Person Steve.simpson@nmt.edu; 575.835.5149

Was this course previously part of the general education curriculum?

(X) Yes No

This course will fulfill general education requirements for (check all that apply):

(X) AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

(X) Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

English 1120, Composition 2

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational

strategies in a variety of genres.

2. Employ writing processes such as planning, organizing, composing, and revising.
3. Use a variety of research methods to gather appropriate, credible information.
4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose.
5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately.
6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.).
7. Use an appropriate voice (including syntax and word choice)

Institution-specific Student Learning Outcomes

1. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and adverse points of view.
2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
3. Use effective rhetorical strategies to persuade, inform, and engage.
4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
5. Integrate research correctly and ethically from credible sources to support the primary purpose of communication.
6. Engage in reasoned civil discourse while recognizing the distinctions among opinions, facts, and inferences.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

ENGL 112 builds off ENGL 111 and goes into more depth describing rhetorical strategies (types of persuasion, audience analysis, contextual analysis) and research. More time is spent analyzing rhetorical strategies in print and online sources and preparing a reasoned, supported response. As we are a STEM school, we also spend time evaluating scientific arguments and controversies and allowing students to develop arguments on relative topics in their fields of science and engineering. The students write several short argumentative papers (2 or 3) and then a sustained researched argument in which they have to support an argument with significant primary and secondary research. As students often pick a research topic in their field of study, they are also exposed to various genres and rhetorical strategies appropriate for their disciplines.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

ENGL 112 continues the work started in ENGL 111 and introduces students to strategies for analyzing arguments in various genres and media, both print and online. Students are also asked to enter into both controversial and ethical discussions in science and technology. For example, one instructor used a screening of Frankenstein to start a unit that discussed—among other ethical issues—genetic engineering. Students are taught to evaluate arguments for bias—and to examine their own biases—and to evaluate the sufficiency and effectiveness of evidence provided in an argument. Students must demonstrate their abilities to evaluate and respond to arguments in smaller course papers and reading responses, but must also draw from these strategies when writing their sustained researched

argument.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students write a sustained researched argument (10 -12 pages) involving numerous sources. ENGL 112 builds off the previous semester's discussion of library resources and source evaluation. More emphasis is placed on using peer-reviewed research and evaluating online sources for reliability. A major emphasis in the researched argument is preventing students from just giving an "information dump" or selecting only those sources that support a pre-formed argument. Students are taught to begin with a "research question or problem" and to use primary and secondary research to explore this problem and develop an argument. Students are also taught how to integrate sources ethically and to account for counterarguments in the literature. Significant attention is also spent on issues such as plagiarism and proper citation with MLA, APA, or CMS.

E. Supporting Documents

(X) Sample Course Rubric Attached (recommended) (X) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

12 Nov 2018

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Unit 2: Research Context Analysis

OBJECTIVE

Before asking you to develop your own research questions, it only makes sense that we spend time familiarizing ourselves with what research generally looks like and what it does. You will use the methodologies and techniques you develop in this essay unit to craft an argument-driven research paper in unit 3.

For your second formal essay assignment in our class, you will be choosing a research *context* or question to analyze. You will then perform an investigation of your chosen context to determine what kinds of research is done in this context. By research context, I mean either a specific genre or discipline of research, or a specific ongoing research conversation. That is, you may choose as your research context something like an academic discipline (say, research in Mechanical Engineering or Hydrology, etc.) or an ongoing question or conversation (such as research around digital media and writing, the question of the ethics of abortion or marijuana legalization, etc.).

You will then do some research in your chosen context, trying to get a sense of the different kinds of writing that people in this research context do: who writes in this research context? Why do people write in this context? What does their writing seek to accomplish? What is valued about writing in this chosen context? Even more broadly: what does writing in this context *look* like? Who are the stakeholders in this context, and how do they construct their arguments?

YOUR TASK

-Build an analysis of your chosen research context by:

-Summarizing and analyzing 5-7 sources from your context that you select as an adequate representation of this context. At least 3 of these sources should be *academic*, meaning from peer-reviewed professional journals or university or professional publisher-released books.

-Using your discussion of your chosen topic to help you gain a larger understanding of the kinds of questions researchers ask, and the kind of work that goes in to assessing and interpreting sources in a given context. This will prepare you for our next research project, as well as other research you will inevitably conduct as college students and working professionals.

In order to do this, you'll need to:

-Perform a task similar to what researchers call a "literature review," where you both summarize and assess your chosen sources. Selecting your 5-7 sources is also an act of curating; meaning you are thoughtfully *choosing* these sources to work together to represent your chosen context.

-Use information literacy assessment methodology to help you assess and evaluate these sources and their broader contexts

-Write to an academic audience; but *not* an audience familiar with your chosen context.

Unit 2 Annotated Bibliographies and Proposals due: Tuesday October 16

Unit 2 final essays (6-8 pages) due: Tuesday October 30

Category	Exceeds Expectations (A level)	Meets expectations (B level)	Attempts to meet expectations (C level)	Does not meet expectations (D or F level)
Content	Balances own ideas and sources' ideas to build a discussion that is rich in both depth and nuance; expertly curates chosen sources and assesses them to effectively represent chosen context	Balances own ideas and sources' ideas to develop a discussion; may be skewed in one direction or the other; source use may be present but underdeveloped	Ideas may be ordered in a way that appears nonsensical; paragraphs may have little relevance to each other; may not discuss outside examples <i>or</i> may omit own examples	Essay lacks observable attention to objective and task guidelines; likely missing most or all of the questions raised in class and in readings
Organization	Thoughts are organized in a way that is sensible, intentional, and logical; paragraphs fully developed and ordered in a way to develop discussion; essay is devoid of obvious filler or placeholders	Thoughts are organized in a way that makes sense; paragraphs are sufficient but may be underdeveloped; essay may contain filler content	Thoughts may appear stream-of-consciousness or organization may be difficult to follow; paragraphs may be underdeveloped; essay likely contains obvious filler	Thoughts likely appear haphazard or stream-of-consciousness; lacks presented awareness of essay conventions discussed in class
Reading	Shows considerable grasp of outside ideas; uses outside sources <i>effectively</i> to enrich discussion	Shows understanding and use of outside ideas; outside sources are likely used to enrich discussion	Shows some understanding of outside ideas; examples may appear pigeonholed or lack relevance	Shows little or no understanding of outside ideas; examples may be underdeveloped, not present, or irrelevant
Sentence-level	Shows mastery of academic convention expectations	Shows general understanding of academic convention expectations; errors may be present but do not inhibit meaning	Shows <i>some</i> understanding of academic convention expectations; errors that obscure meaning may be present	Shows little deployment of academic convention expectations; errors may obscure meaning
Process	Shows considerable awareness and application of both revision and copy-editing strategies; changes are likely thoughtful, productive and frequent; all portfolio contents intact and well-constructed	Shows <i>some</i> awareness of both revision and copy-editing; changes may be sufficient but not exhaustive; most or all portfolio contents intact	Shows little awareness of revision and/or copy-editing; changes may be present but are likely difficult to trace; some portfolio contents missing or insufficient	Shows little or no deployment of revision and/or copy-editing; changes are either not present, not relevant, or difficult to trace; some or most portfolio contents missing or insufficient

ENGL112: College Writing

Fall 2017

Jesse A. Priest, PhD [He, Him, His, [They](#)]

E-mail: Jesse.Priest@nmt.edu

Office: Fitch 016 (In the basement, next to the Writing and Oral Presentation Center)

Office hours: Wednesday 1-3 PM, Thursday 3:30-4:30, & happily by appointment

Course Description.

Welcome to ENGL112. This course counts towards New Mexico Tech's general degree requirements for Area 1: Communication, and is the prerequisite for ENGL341. As your second English Writing course at NMT, we will build on conversations about discourse you began in ENGL111 to help you continue to become confident in your relationship with the different kinds of academic writing you encounter as college students and beyond.

Some questions that will ground our inquiries throughout the semester will be: what kinds of writing do we do in our daily lives? How do different kinds of writing reflect genre practices, disciplinary practices, and other writing contexts that we encounter? What does expertise mean in relation to writing and, even further, what does writing have to do with knowledge production, distribution, and sharing? What is rhetoric, and how does it impact our daily lives?

Throughout the semester, we will engage in different styles of writing, although we will stay close to expository and argumentative styles.

Course description and objectives.

Learning Outcomes for Area 1: Communication

1. Analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and adverse points of view.
2. Express a primary purpose in a compelling statement and order supporting points logically and convincingly.
3. Use effective rhetorical strategies to persuade, inform, and engage.
4. Employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.
5. Integrate research correctly and ethically from credible sources to support the primary purpose of communication.
6. Engage in reasoned civil discourse while recognizing the distinctions among opinions, facts, and inferences.

Additionally, the Communications, Liberal Arts, and Social Sciences Department has developed the curriculum for ENGL112 to fulfill the following learning objectives:

ENGL 112 Learning Objectives

- Evaluate and then effectively respond in writing to specific audiences and rhetorical situations.
- Recognize writing as a process rather than a product; the writing process includes invention, drafting, peer review, and revision.
- Demonstrate mastery of the conventions of academic English on sentence, essay, and paragraph levels.
- Evaluate various online and library research sources and use sources efficiently, ethically, and in conformance with accepted documentation styles (particularly MLA or APA).
- Synthesize information into effective written (and sometimes oral) arguments, grounded in persuasive thesis statements. Such written arguments will include incorporation of opposing viewpoints in a respectful and critical fashion.

Course Policies.

Textbooks: *Understanding Rhetoric: A Graphic Guide to Writing* 2nd edition.

Attendance is required. As discussion and in-class activities are a large part of our work (and your grade) please come to class on time and prepared. More than three absences (including excessive tardiness) will lower your grade. Students who miss five or more classes without instructor approval can not reasonably expect to pass the course. If you know ahead of time that you must miss a class, please speak with me to ensure you will get the makeup work. **Making up work is your responsibility.**

You should also bring something to write with (pencil and paper or a laptop is fine) to every class. If working on a laptop, I will ask that you only use it when relevant to the work that we're doing (i.e., *not* during class discussions). Cell phones should be on vibrate.

Sli.do. Once in awhile throughout the semester, I'll use the website Sli.do to allow for easy in-class questions and occasional surveys/polls. While this will only be open (via access code) to members of our class community, you will be able to post anonymous questions. Please show the same level of respect and etiquette when using Sli.do as you do in our physical classroom: consider it an extension of our physical class.

Plagiarism policy. In the context of Western Higher Education, plagiarism is the use of someone else's words or ideas without proper citation and will result in a failing grade. We will spend class time discussing the concept of academic and professional honesty. NMT's academic honesty policies are available here: <http://bit.ly/2jfVFHY>

If you are *unsure* about the conventions of academic honesty and would like to ask me about an uncertainty, (i.e., if you are unsure you are following proper channels of attribution on a specific assignment) please talk with me *before* you engage in the work.

Assignments

Throughout the semester, you will write three main essays, with one final reflective piece serving as our "final exam" (more on this later). To reflect this, our semester is divided into four units,

with each unit culminating in you producing a **revised, proofread, copy-edited, and peer-reviewed** final essay.

For each unit, we will read a number of essays to help us build a shared vocabulary for discussing writing techniques and styles.

As such, much of the writing that we will do this semester can be considered **personal writing**, in that it will emerge from and be dependent upon your own individual identities as writers, students, and thinkers. You will share a large portion of your writing with your peers for the sake of learning from them and receiving feedback. As such, I distinguish personal writing from **private writing**, which is writing that you would not be comfortable sharing with your classmates. We will be consistently **respectful** of each other's writing, but I do ask that you do not write anything you would be uncomfortable sharing with your peers in a respectful, collegial environment.

Grading Policies.

As writing and the interpretation of arguments, language and texts are (to some degree) a subjective endeavor, grading in English and writing courses can be a tricky business. As your professor, I have a commitment to utilizing an open, honest, fair, and **clear** grading policy.

Your grade in this course will depend almost entirely on you showing me (and your peers) that you are putting in an honest and dedicated *effort* in your work, and as such, satisfactory completion of your assignments as well as this course does *not* depend on some nebulous concept of being a "good writer." I will lay out my expectations for each assignment in as tangible as terms as possible.

Your grade for each essay unit will reflect both the **product** that you give me at the end of the sequence as well as (and of equal importance) the **process** that we took as a class to reach that final product (this is reflective, of course, of the actual way that writers create texts).

Resources for Students.

WRITING & ORAL PRESENTATION **CENTER**

Students at New Mexico Tech are encouraged to visit our Writing Center, located in room 017 Fitch (on the lower level, next to my office!). At the Writing Center, trained tutors will work with undergraduate and graduate students on various aspects of their writing assignments. While tutors do not focus primarily on grammar or serve as "editors" of students' work, all tutors strive to help students who visit the Writing Center with the development of their ideas, with proper

citation, and with paragraph construction . . . to name a few areas on which tutors focus. **To set up an appointment, e-mail write@nmt.edu.**

Counseling and Disability Services.

Reasonable Accommodations: New Mexico Tech is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodations are invited to make their needs known to the Office of Counseling and Disability Services (OCDS) as soon as possible. To schedule an appointment, please call 835-6619.

Counseling Services: New Mexico Tech offers mental health and substance abuse counseling through the Office of Counseling and Disability Services. The confidential services are provided free of charge by licensed professionals. To schedule an appointment, please call 835-6619.

Respect Statement: New Mexico Tech supports freedom of expression within the parameters of a respectful learning environment. As stated in the New Mexico Tech Guide to Conduct and Citizenship: “New Mexico Tech’s primary purpose is education, which includes teaching, research, discussion, learning, and service. An atmosphere of free and open inquiry is essential to the pursuit of education. Tech seeks to protect academic freedom and build on individual responsibility to create and maintain an academic atmosphere that is a purposeful, just, open, disciplined, and caring community.”

Tentative* Course Calendar

***VERY subject to change! Additional readings will be added shortly: check Canvas!**

Week	Content	Homework Due
Week 1	Introduction	Reading: <i>Understanding Rhetoric</i> Introduction
Week 2	Introduction to Unit 1	
Week 3	Peer response	Draft of essay 1 due
Week 4	Introduction to Unit 2; Research contexts	Meetings with Jesse
Week 5		Unit 1 Portfolio due
Week 6		Research context proposals due; bring 2-3 sources to class

Week 7	Research methods; information literacy	
Week 8		Unit 2 drafts due , peer response
Week 9	Introduction to Unit 3	Unit 2 portfolios due
Week 10	Collaboration and group work	Research proposals due
Week 11	Annotated Bibliographies and advanced research methodologies	
Week 12	No class; meetings with Jesse	Individual meetings with Jesse Individual meetings with Jesse
Week 13	Writing abstracts; rhetoric and orality	Unit 3 drafts due ; peer response
Week 14	Introduction to Final Reflection; using visuals	
Week 15		Presentations Presentations, Unit 3 portfolios and final reflections due

A. Institution and Course Information

Name of Institution	New Mexico Junior College
Department	Humanities (English)
Course Number, Title, Credits	ENGL 1120 Composition II, three credits
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Dallas Hulse, Professor of English and Humanities Department Chair
Email and Phone Number of Contact Person	dhulsey@nmjc.edu 575-492-2833

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1120 Composition II

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres. 2. Employ writing processes such as planning, organizing, composing, and revising. 3. Use a variety

of research methods to gather appropriate, credible information. 4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose. 5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately. 6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.) .7. Use an appropriate voice (including syntax and word choice).

Institution-specific Student Learning Outcomes

- Demonstrate continued proficiency in ENGL 1110 course objectives.
- Recognize and use the basic vocabulary of literary criticism and analysis.
- Analyze literary works for elements, such as theme, character, plot, setting, symbolism, tone, and imagery.
- Demonstrate how culture, economics, religion, historical influence, etc. affects literary meaning.
- Differentiate between the short story, essay, poetry, and/or drama genres.
- Construct analysis of literary works in writing.
- Perform research and integrate sources into writing with proper documentation.
- Design and execute a properly formatted and documented research paper.
- Use basic MLA (or APA) format and citation guidelines.
- Define a problem.
- Use appropriate technology and information systems.
- Collect information.
- Evaluate and / or analyze information.
- Organize information.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In this course, students read a variety of texts, including fiction, poetry, plays, and nonfiction. With guidance from the instructor, students respond to and analyze these readings through a variety of written assignments. Students complete online discussions, essays, essay exams, and a research paper. Instructors and students engage in informal discussion of course readings to examine issues ranging from audience and purpose to metaphor and symbol. The instructor encourages students to examine the historical and cultural context of texts to achieve greater levels of understanding not available by examining a text in isolation. Instructors assess the quality of communication with a rubric appropriate to each assignment.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Instructors provide instruction on critical thinking skills related to reading, writing, and research throughout the course. Students analyze readings, including fiction, poetry, plays, and nonfiction. With guidance from the instructor, learners engage in dialogue to interpret the readings while also discussing the cultural and historical significance of the texts. Students use support and evidence from primary and secondary sources to defend a thesis statement. Students practice critical analysis by commenting on each other's rough drafts. Instructors assess the quality of critical thinking with a rubric.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The research paper in this course is the centerpiece assignment and is worth a minimum of 30% in all sections. Instructors present students with lessons on finding, evaluating, and citing sources in academic writing. Avoiding plagiarism through ethical use of sources and citation is a key topic. Instructors require the use of professional sources from reputable publishers and peer reviewed journals. Classes discuss the value of using library databases over search engines like Google for academic research. Students submit several scaffolding assignments as they prepare the research paper, including a topic proposal, an annotated bibliography, a Works Cited page, and a rough draft. Students receive feedback from the instructor and their peers on the rough draft before submitting the final draft of the research paper.

E. Supporting Documents (required).

Sample Course Rubric Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan

https://www.nmjc.edu/about/institutional_effectiveness/documents/assessment/Assessment%20of%20Student%20Learning%20-%20Fall%202014.pdf

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/6/2018

Date

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Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

This SoftChalk assignment presents and quizzes you about the instructions for the research paper. You will submit the paper later in this course after several lessons and prewriting assignments. Be sure to check the module index page or canvas calendar to see an overview of assignment due dates, and if you have any questions, please let me know!

Warning: Failure to follow instructions about topic selection, length requirements, and use and citation of sources on this paper will result in a grade of zero for the paper. Since this paper is worth 30% of your grade, be prepared to spend a significant amount of time and effort researching and writing on this assignment. Read the instructions carefully, and read them more than once. Do not procrastinate. If you have any questions, please let me know.

Assignment:

You will write an essay that is a minimum of 1,100 words and no more than 1,300 words (including formatting and the Works Cited) with research in MLA format on a topic relating to Literature.

The purpose of research papers is *not* to collect information on your topic, cutting and pasting it together from encyclopedias and *National Geographic*. Your goal is to render an analysis of your topic in much the same way that you analyzed a story for your first paper. Use your research to defend and support your analysis like you used quotations and plot events from a story to show that what you say is accurate. The paper should be primarily composed of your views; the research shows that you are informed on the topic. Avoid over using sources; a short quotation or paraphrase is using a source, and there's no need to cite the same source repeatedly to show me you are using the sources. ***Avoid using sources for your thesis statement and topic sentences; use these high-profile spots to emphasize your ideas.***

Topic Selection:

For your research paper, choose from one of the topics below that relate to the assigned readings in this course. The topics are purposefully broad. It is up to you to focus on particular course readings with details and examples.

1. Use the elements of fiction to analyze a story, arguing that these elements develop the theme of the story. You may write on any story assigned for this course, including the ones we have not yet discussed but excluding the story you wrote about for the first essay. You might write an essay that discusses three important symbols in a story, or you could write about one symbol and the relationship that two characters have to that symbol. Your thesis could be something like this --A, B, and C develop the theme of X in author's "Story Title."
2. Pick a major character from a canonical work other than the story you wrote about for the first essay. Identify the character's key traits. Traits may include, but are not limited to deceitful, kind, violent, loving, selfish, hopeful, faithful, brave, intelligent, stupid, cowardly, greedy, bashful, or any of the other seven dwarves. Explain how each trait is developed through speech, body language, actions, and interactions with other characters. Your thesis might look something like this -- Character name starts as A and B, but transforms to C and D. Or this -- Character Name never changes and is A, B, and C throughout the narrative.

3. Pick two canonical works (excluding the story you wrote about for the first essay). Write a paper showing how the two works take different approaches on the same theme. Your thesis could be something like this -- Because of similarities with A, B, and C, both "Title A" and "Title B" have the theme of X. Or "Title A" addresses the theme of X through A and B, but "Title B" presents the theme of X through C and D.

4. Select any canonical work (excluding the story you wrote about for the first essay). Pick an alternate version of that story, such as a comic book version, film adaption, or other retelling. Using contrast, show how the more recent version revises or critiques the earlier version. Yours should be something like this -- Because of differences with A, B, and C, the X version is more (or less) about Y (Y = love, forgiveness, magic, hard work, or whatever you decide) than the P version.

5. If you have an average of a B or higher in the course at this point, you may propose your own topic that analyzes a specific work of canonical literature. To propose and receive approval for your topic and working thesis statement, complete the thesis prospectus assignment.

The topic you choose must:

- Have a clear focus on literature.
- Focus on a specific work or works of written literature.
- Present a critical analysis of literature that explores meaning or significance in specific works. Cannot focus on an author's biography.
- Cannot only summarize the events of any story, play, poem, etc. Be approved by submitting the thesis prospectus assignment.

Whatever your topic, always ask why it is significant, how it works, and why it is important. Ask what it means (whether "it" is a character, a setting, an idea, a symbol, a reference to another literary work, a sentence, a piece of architecture, a monument, or whatever). Write your thesis and topic sentences to make analytical points.

The possibilities are almost infinite. Find literature that interests you, and analyze it by asking what it means and how it works. Topics must clearly relate to written literature, but, other than that, the goal is for you to find something that interests you and say something meaningful about it instead of simply answering a question that interests me, but may bore you to tears!

The thesis prospectus should:

- *Be presented as a draft of the introductory paragraph.*
- Use an attention grabber at the start.
- Orient the reader to the topic by including the types of literature, author's name, and title of the work(s) being analyzed. Explain why the topic matters or is worth considering

- Include a clear and developed one-sentence thesis as the last sentence

Here are some examples of the kinds topics that are suitable for this paper:

- Write a paper about adult authority in *Alice's Adventures in Wonderland*.

- Compose a paper that analyzes the character of Willy Loman in *Death of a Salesman*.

- Write an essay about the symbolism in "A very Old Man with Enormous Wings."

- Write a paper about nature imagery and death in the poems of Robert Frost

You will have your topic approved by submitting the **Due: Thesis Prospectus** assignment. **The Thesis Prospectus is a rough draft of the paper's introductory paragraph. It should do everything an introductory paragraph should do:**

1. Get the reader's attention.
2. Provide background and context, including the relevant author(s) and title(s).
3. Present a developed and clear thesis in one sentence at the end of the paragraph.

Most folks revise several times before getting their topic approved, so don't be alarmed or discouraged if I ask you to revise your **thesis prospectus**. I am picky about the thesis prospectus because a good start on the topic produces good papers, and I want all of you to do well. When your topic is approved, I will post the full twenty points for the assignment. If you need to revise your prospectus, I post a zero for the grade. This does not mean you get a zero for the assignment. It does mean that you need to revise the topic and submit the assignment again.

What if you decide to change your topic after you have an approved topic? You may change your topic, but you must also submit a new prospectus. Also, keep in mind that changing your topic gives you less time to write the paper for the new topic. Get started early.

Sources and Documentation:

Once you have a topic, you should ask yourself what you know about the topic, and what you need to find out. Then, you are ready to do some preliminary research. **Primary sources** are the works that you are analyzing, and **secondary sources** are materials that you research to help you make your analysis. For example, if you choose to write a paper on *Peter Pan*, then *Peter Pan* is your primary source, and anything you use other than *Peter Pan* is a **secondary source**. You will need a minimum of four, but no more than six secondary sources. Primary sources (the literature your paper focuses on) are not counted in the four to six source count, but you do need to cite them, which will give you a total source count of at least five sources. Also, dictionaries and encyclopedias are not acceptable sources. Encarta and similar encyclopedias offer only the most basic information on a given topic.

Secondary Sources to use:

- Academic Journal articles from the NMJC Library
- Academic books from a Library
- College Textbooks

Secondary sources that cannot be used:

- blog posts
- web pages
- wikis
- Sources found on Google, Bing, or another search engine

You need to document your sources. If you cannot figure out how to cite a source, ask me for help!

Cite both material that you paraphrase and direct quotations. You are not just citing the words; you cite the information and ideas. Changing the wording and grammar does not relieve you of the need to document the source.

The required number and kinds of sources must be used and cited in MLA format to earn a grade on this paper. If you do not use and cite the required sources, I will not be able to assign a grade to your paper.

What should I Research?

Use your research as a source of evidence to help you prove that your thesis is true. The easiest way to do this is to look up the title and author of the literature you are writing about. That is the quickest way to find sources to use in your paper, and a later lesson will show you how to get your sources from online databases from the NMJC library.

Another approach is to look up a topic related to the literature you are writing about. For instance, you might look up sources about alcoholism if you were doing a character analysis of an alcoholic character. Just remember to keep the focus of the paper on the story. Do not write a paper about alcoholism; rather, you can use information about alcoholism to help understand the character. Be sure to relate all research back to the story and the topic sentence for that paragraph.

Structure:

Your paper should be presented in MLA format and should

- also consist of: a title
- an introduction with a thesis statement
- a body that starts each paragraph with a topic sentence that connects to the thesis a conclusion.

Assignment Resources

- The Online Writing Lab: Research and Citation Resources: <http://owl.english.purdue.edu/owl/section/2/>
- NMJC E-Resources (the preferred way of finding professional sources): <http://www.nmjc.edu/library/e-resources.aspx> <https://sites.google.com/site/pannellibrarytutorial/> is a tutorial on using the tools available at the NMJC library.
- Evaluating Sources: Overview: <http://owl.english.purdue.edu/owl/resource/553/01/>
- Quoting, Paraphrasing, and Summarizing: <http://owl.english.purdue.edu/owl/resource/563/01/> Avoiding Plagiarism: <http://owl.english.purdue.edu/owl/resource/589/01/> and <http://plagiarism.org/>

Reminders:

1. This is not a book report. Do not simply summarize the contents of your sources. Your purpose is to *analyze*. You should present an idea about the topic's importance, meaning, affect, or function in each topic sentence, using multiple sources to provide evidence and justification for your idea.
2. Your essay must have a title, an introduction that ends in a thesis, a body, and a conclusion. It must be a minimum of one thousand words (not including formatting and the Works Cited page; with the citations and formatting, you should have a minimum of 1,100 words).
3. Ask yourself what each paragraph and sentence adds to your thesis.
4. Make sure each paragraph has a topic sentence.
5. Do not use abbreviations or contractions. This is a formal essay.
6. Do not use phrases such as "I believe," "in my opinion," "it seems to me," etc. These phrases only take up space. This is your paper, and if you don't believe it, then you shouldn't write it.
7. Find the least amount of words possible to communicate the maximum amount of ideas.
8. Use MLA format.
9. For every quotation and/or paraphrase, cite the author and page number.
10. Write in present tense when referring to a work of literature such as a poem or story.

 This rubric has been brought to you by Dallas Hulsey	Exemplary: Considerably Exceeds expectations	Advanced: Exceeds expectations	Average: Meets expectations	Below Average: Approaches expectations	Failing: Does not meet Expectations
Responds to the assignment: Follows instructions and addresses the topic.	Completely follows instructions and stays on topic.	Follows instructions and stays on topic.	Follows instructions and rarely strays from topic.	Follows some instructions, but strays off topic.	Does not follow instructions and/or is off topic. Review Assignment Instructions.
Title and Introduction: The first paragraph introduces the topic, orients the reader, and engages the reader's attention.	Title is creative and engaging. Introduction creatively and fully introduces topic.	Title clearly reflects topic. Introduction is interesting and competently introduces topic.	Title generically indicates topic. Introduction is adequately developed and engages reader's attention.	Title is missing or unclear. Introduction isn't fully developed, is confusing, and/ or does not engage reader's attention.	Title is missing. Introduction is underdeveloped and/or confusing.
Thesis Statement: The main point(s) are developed in a thesis statement at the end of the introduction.	Thesis is placed appropriately while clearly and creatively identifying the main point(s) in one concise sentence.	Thesis is placed appropriately while clearly identifying the main point(s) in one sentence.	Thesis is placed appropriately while accurately identifying the main point(s).	Thesis is inappropriately placed is confusing, and/or is underdeveloped.	Thesis is missing or not readily evident.
Idea Development: Ideas are developed, using appropriate, arguments, evidence, examples, and details.	Paragraphs clearly and fully develop the main idea, making effective use of a wide variety of strategies to communicate the point.	Paragraphs clearly and consistently develop the main idea, using several strategies to communicate the point.	Paragraphs are adequately developed with clear examples and explanation, but would benefit from further development.	Paragraphs are underdeveloped, lacking clear and relevant examples.	Paragraph development is minimal, confusing, and/or off topic.
Organization: The essay is well-organized and unified.	Paragraphs begin with creative topic sentences that accurately predict content, connect to thesis, and serve as transitions between paragraphs.	Paragraphs begin with topic sentences that accurately predict content, connect to thesis, and serve as transitions between paragraphs.	Paragraphs begin with topic sentences that accurately predict content and connect to thesis.	Paragraphs include topic sentences that connect to thesis, but are misplaced or underdeveloped.	Topic sentences are missing, do not connect with thesis or are confusing.
Conclusion: The conclusion leaves the reader with a strong last impression.	Conclusion is creative, clear, and developed, ending on a strong note.	Conclusion is clear and developed, ending on a strong note.	Conclusion is a basic summary of the essay's main ideas.	Conclusion is confusing or underdeveloped.	Conclusion is nonexistent or off topic.
Language: The essay uses clear, appropriate, and direct words and phrases.	Language is always concise, clear, appropriate, and direct with no errors in word choice while fully defining key terms.	Language is consistently concise, clear, appropriate, and direct with few errors in word choice while fully defining key terms.	Language is generally concise, clear, appropriate, and direct with some errors in word choice while defining key terms.	Language is not always concise, clear, appropriate, or direct with some errors in word choice.	Language is confusing or wordy with frequent errors in word choice.
Sources: In-text citations and Works Cited Page follow MLA format as appropriate. NA	All quotations and paraphrases are documented correctly with both in-text citations and Works Cited entries.	All quotations and paraphrases are documented correctly with both in-text citations and Works Cited entries, but contain a few minor errors in citations or Works Cited entries.	All quotations and paraphrases are documented correctly with both in-text citations and Works Cited entries, but contain several minor errors in citations or Works Cited entries.	Not all quotations and paraphrases are documented correctly with both in-text citations and Works Cited entries, but effort to cite sources is evident.	In-text citations and Works Cited are inaccurate, confusing, or not present.
Grammar and Mechanics: The essay uses conventional spelling, sentence structure, grammar, and punctuation.	Demonstrates control of grammatical and mechanical usage with no errors.	Demonstrates control of grammatical and mechanical usage with a few minor errors.	Demonstrates basic control of grammatical and mechanical usage but contains several minor and moderate errors.	Demonstrates emerging control, but contains frequent errors that interfere with comprehension.	Demonstrates minimal or no control of conventions.

Overall:	Considerably exceeds expectations	Exceeds expectations	Meets expectations	Approaches expectations	Does not meet expectations
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NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Northern New Mexico College
Department	Language and Letters
Course Number, Title, Credits	ENG 112 Composition II, 3 credits
Co-requisite Course Number and Title, if any	ENG 111
Is this application for your system (ENMU, NMSU, & UNM)?	NO
Name and Title of Contact Person	Lori Franklin
Email and Phone Number of Contact Person	lorig@nmc.edu ; 505-747-2215

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1120 Composition II

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Student Learning Outcomes 1. Analyze the rhetorical situation for purpose, main ideas, support, audience, and organizational strategies in a variety of genres. 2. Employ writing processes such as planning, organizing, composing,

and revising. 3. Use a variety of research methods to gather appropriate, credible information. 4. Evaluate sources, claims, and evidence for their relevance, credibility, and purpose. 5. Quote, paraphrase, and summarize sources ethically, citing and documenting them appropriately. 6. Integrate information from sources to effectively support claims as well as other purposes (to provide background information, evidence/examples, illustrate an alternative view, etc.). 7. Use an appropriate voice (including syntax and word choice).

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

At the beginning of the course, students engage with the text-book to familiarize themselves with practical templates used to introduce what authors are saying in terms of summarizing, quoting and identifying an author's position—key components in effective research. They then explore strategies to effectively identify their own positions in relation to what others are saying which includes the use of signal phrases, addressing potential objections and creating a personal connection with the arguments. The last part of the course involves connecting the components to produce a research paper. Student learning will be assessed with the designation of points for each assignment and a breakdown of points for the components of the final research paper.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will apply research writing and evaluation strategies to their own writing and the writing of others. They will demonstrate through their writing assignments an understanding of evidence based research and the ability to evaluate sources effectively and to use sources to support their own positions.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will demonstrate the ability to engage in online research using appropriate data bases to find current, peer reviewed articles from legitimate sources. They will be able to identify and evaluate an author's purpose, intended audience, assumptions and use of background information in order to ascertain the authority and value of information as it relates to their own research. They will explore issues that interest them and they wish to investigate further as research topics.

E. Supporting Documents

Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://nmc.edu/home/academics/office-of-the-provost/office-of-institutional-research/curricular-assessment/>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

10/29/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	Humanities
Course Number, Title, Credits	ENGL 1120 (102), Rhetoric & Composition II, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	WNMU
Name and Title of Contact Person	Kate Oubre
Email and Phone Number of Contact Person	Katherine.Oubre@wnmu.edu (575) 538-6524

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1120

List all learning outcomes that are shared between course sections at your institution.

1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should understand, appreciate, and critically evaluate a variety of written and spoken messages.
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should organize their thinking to express their viewpoints clearly, concisely, and effectively.
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to

modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint, electronic writing), and graphics (charts, diagrams, formats, etc.).

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.

5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.

6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should negotiate civilly with others to accomplish goals and to function as responsible citizens.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will write two research papers that include academic as well as web sources that are properly integrated in the text and a References page. Research papers must meet the requirements of the structure of the essay and include a discernable thesis, show research and its sources for support, and a conclusion. Instruction on and research in source and evidence selection emphasizes close reading skills to differentiate between opinions, facts, and inferences. For class discussions/activities as well as research assignments, students will evaluate and analyze a number of different types of sources across media according to situation, audience, and purpose. One research paper must be a documented argument that civilly and respectfully examines multiple sides of a controversial issue while arguing for one perspective and/or solution. The exit portfolio examines issues of genre and different types of audiences with a portfolio letter whose audience is the composition committee.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

During class discussions/activities, research and essay writing, and basic research activities, students will learn to reflect, analyze, compare and contrast, and solve problems on diverse topics. Students will also learn to search for credible sources from various resources such as the library databases, the library catalog, and the internet. They will also need to integrate reliable source material that they have located and evaluated to support their thesis and claims. Students will also learn to distinguish between academic sources, reliable news sources, fake news, and popular sources (Wikipedia, blogs, organizational websites, etc.) and will learn to recognize sources appropriate for academic writing contexts. Students will need to critically engage in civil discourse both in class discussion/activities and in writing assignments, recognizing and acknowledging the distinctions among facts, opinions, and inferences.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will be instructed in differentiating between academic sources, reliable news sources, fake news, and popular sources (such as Wikipedia, blogs, organizational websites, etc.) and in using library resources (particularly the library databases). Students will be introduced to and required to practice using quality authorities and fact-based sources to support their observations, claims, and thesis through academic research. Significant instructional time is spent in helping students learn to correctly incorporate source material in paraphrasing, quoting, and documenting source use properly to avoid plagiarism.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer,

Date

William J. Crocker, VPAA

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

English 101, CRN 20124

Spring 2017

MWF 10:00-10:50, GRC 100

Professor: Kate Oubre, Ph.D.	Office: 204 Bowden Hall
Office Phone: 538-6524	GoogleVoice: (575) 519-4010
E-mail: use e-mail feature in Canvas. E-mail sent elsewhere may be lost	Office hours: TBA

Course Catalog Description:

Continuation of English 101; deals with longer papers and research. Prerequisite English 101.

Required Texts:

- *The St. Martin's Handbook*. 8th ed. Ed. Andrea A. Lunsford. 978-1-319-02136-8
- Miller Library Databases
- Supplemental materials in Canvas

Students who shop for these books online should be careful to search under the books' ISBNs. Otherwise, students may end up with inexpensive but outdated (and therefore useless) editions of the texts.

Course Instructional Objectives:

1. Students will write a minimum of 2,500 words;
2. Students will demonstrate the ability to employ composition processes;
3. Students will demonstrate the ability to respond appropriately to a prompt;
4. Students will demonstrate the ability to create unifying theses;
5. Students will demonstrate the ability to develop and support theses;
6. Students will demonstrate the ability to organize, using an introduction, body, conclusion, and effective transitions;
7. Students will demonstrate the ability to avoid errors in spelling, punctuation, grammar, and usage;
8. Students will demonstrate the ability to convey information to a specific audience;
9. Students will demonstrate the ability to persuade an audience and/or argue a point;

10. Students will discuss and write about assigned reading, demonstrating the ability to understand and evaluate written material.

Course Outcomes or Competencies:

The following material is taken from the New Mexico Core Competencies Assessment 2009-2010: Area I Courses:

1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint, electronic writing), and graphics (charts, diagrams, formats).
4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.
5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.
6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.

Disability Support Services: Services for students with disabilities are provided through the Student Health Center's Disability Support Services Office located in the Juan Chacon Building, Room 221. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, and a quiet testing area. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services forms are available in the First Year Experience Office located in the Juan Chacon Building and in the Student Health Services Office in Muir Heights 111. The Disability Support Services Office serves as Western New Mexico University's liaison for students with disabilities. The Disability Support Services Office can be contacted by phone at (575) 538-6400 or e-mail at dss@wnmu.edu.

Communication Policy Statement regarding official email: WNMU's policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. (These mailboxes fill up quickly, and once they are full, messages sent to you will disappear. Your sender will not be notified of bounced messages. Neither will you. You will need to empty your mailbox from time to time. The system will not do it for you) **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

Example: Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com

Martin would follow the direction provided at <http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm>

WNMU Policy on Email Passwords: WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include:

- Passwords shall contain at least six (6) characters.
- Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # \$ % & *).
- Passwords shall be changed at least every 90 days. (8/6/08)

Forwarding E-mail from Canvas to Mustang Express: Canvas will automatically send your e-mail to Mustang Express (and from there it will go to any other address you select, as mentioned above). To tell it to do this, follow this path: WNMU Homepage > My Online Courses (Canvas) > Canvas Homepage > Profile > Notifications. Each of the preferences will have your WNMU e-mail address as a forwarding address. Notice that at the right you can set how often your Canvas e-mail will be forwarded. It is best to set all the messages on “Right Away.” Otherwise, you could fall behind.

Academic Integrity Policy and Procedures: Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain” (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions.

Penalties for infractions of academic integrity in this class are as follows:

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Faculty Handbook, 2008).

Except in limited cases, it is impossible to write a college paper, or even an essay question, without using the words or ideas of someone else. In most cases, we even want you to do so. However, you cannot simply write down those words or ideas, because if you do, that is the same as telling the reader that they are your own, and that amounts to stealing, whether you meant to do so or not. **For the purposes of this class, if you use someone else’s words or ideas, tell your readers directly whose words or ideas you are using, and the publication or other source from which they came. If you use the exact words of someone else (more than two words together), you must put them in quotation marks. It is also dishonest to change the words of a source without changing the sentence structure of the source or without giving that source credit by name and title.**

If you plagiarize, intentionally or unintentionally, I will call you in on your first offense, discuss the nature of that offense, and allow you to re-write the assignment, correcting every instance of plagiarism. I will take no other action. If you still leave plagiarism in the re-written paper, or if you plagiarize a second time, I will give you a zero for the assignment and report your plagiarism to the Academic Integrity Panel. If you plagiarize a third time, I will give you a zero for the course and report that to the AIP.

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student’s knowledge” (WNMU Faculty Handbook, 2008).

In the case of dishonesty on tests, both the person copied from and the copier will receive a zero for the assignment; the second offense will result in a zero for the course and a report to the AIP.

Class Procedures for Inclement Weather:

Weather closing/delay information will be made available in the following ways:

1. WNMU web page
2. WNMU Mustang Express
3. Most local radio stations – though students should keep in mind that most local stations are automated and not locally controlled, and thus are not quick to respond to local conditions
4. TV Stations: KOAT – TV (Albuquerque), KOB – TV (Albuquerque), KRQE – TV (Albuquerque), CATS – TV (Silver City)

Every attempt will be made to have the closure or delayed opening announcements made by 6 am. Early closing or cancellation of evening classes will be announced by 3 pm.

When the weather is bad but the University remains open, some students may be unable to get to class because of treacherous conditions. I will take this into consideration. Do not risk life or limb in order to attend this class. Any work missed due to inclement weather will be due on the next period on which class is in session. If new work is due on this “return” day, both the missed and new assignments will be collected on this day.

Assessment/Evaluation and Grading Scale:

Final Grade: A = 90 - 100%; B = 80 - 89%; C = 70 - 79% (C is the minimum passing grade for this course); D = 60 - 69%; F = 0 - 59%

Grade breakdown:

• Coursework	15%
• Essay 1	15%
• Essay 2	20%
• Essay 3 and Formal Presentation	25%
• Portfolio	25%
	100%

How to Calculate Your Grade

- Go to Grades in Canvas
- Look in the far right column. It will tell you your average to date.

Final Portfolio

All students in English 102 will submit a portfolio of the writing they’ve done this semester along with a self-reflective introductory letter in place of a timed written exam. Portfolios will be run through turnitin.com and will be graded by WNMU composition faculty. Portfolios are worth 25% of the course grade, which in most cases is one full letter grade for the semester grade; for students earning a C or a D at the time of the submission, the portfolio will be graded “blindly” by the English 101 Portfolio committee, NOT your instructor. Submission instructions will be provided later in the semester.

Attendance and Late Policies

Attendance is critical to your success in a writing course. We all work better when we interact with other writers in a positive and supportive environment, which also means that we meet deadlines, come to class with materials prepared to discuss our work.

You are allowed 3 unexcused absences from English 101. Work that is due on a day you are absent is not excused; you still need to submit according to deadlines on Canvas. It is your responsibility to notify me of excused absences and to arrange make-up work. After your **third unexcused absence** and for all subsequent absences, your attendance and participation grades will be lowered accordingly. After the 9th unexcused absence, you may be dropped from the class.

Whether or not you are present, you are always responsible for knowing what goes on in class. Use Canvas to find resources, assignments, and e-mail.

Please contribute to discussions and class activities in a courteous and professional manner. Disruptive behavior will not be tolerated; I will give only one warning, and if negative behavior persists, I will drop you from the class.

Late essays will drop 10% for every day they are late—not every class period, since you can submit electronically on Canvas. This is true even if you are absent for class unless you have permission from me ahead of time or you have a documented emergency. A late essay may not be revised to raise the grade.

Regular homework that is submitted late will not be accepted for grading and will earn a zero. If the homework is part of a larger, ongoing project, I may accept it for partial credit if the project is still ongoing and you continue to meet deadlines.

Revision policy: You are allowed to revise one major essay for the semester after the final version has been graded, as long as you have met all submission deadlines for each project. You must meet with me outside of class time (in office hours or by appointment) before beginning your revision and be ready to explain what you need to do to improve your essay. Your revision must also include an analysis of your revision process (details will be provided in class). Revisions are due **1 week** after graded essays have been returned.

Group Workshops: During the semester, we will hold small group workshops on drafts of our work. The purpose of these workshops is to provide a positive, constructive, and supportive environment for writers and to provide constructive feedback to improve our essays. Your preparation and on-time attendance are required only for your group's workshop, but in the event that you miss your workshop, you will be counted for class absences, earn zeros for workshop participation, and lose the opportunity to revise that essay.

Confidentiality: Some individuals may choose to disclose personal information during class. Therefore, it is important that all class members agree not to discuss or write about what others have revealed in confidence in class.

Changes: Several times during the semester, I may add to or change the schedule. I may also change the procedures in this course. If that happens, I will do two things: 1) notify you by e-mail; 2) make the necessary change to the wording of the schedule, so that you can make yourself familiar with the details of the change.

English 102 Portfolio Assignment

A **portfolio** is a collection of the work that you have done for a course, for a project, or even for a career (artists have art portfolios, advertising agents and architects keep portfolios of their previous work, writers keep writing portfolios, etc). This collection is often intended to show the best of someone's work in a particular field or to show improvement or change over time.

The English Portfolio is a mandatory assignment for this course worth 25% of the course grade. The goal of this portfolio project is to persuade the WNMU composition faculty that you have successfully learned the NM competencies required to pass this course. The portfolio is scored on a 2 point scale, which your instructor will then translate into a letter/numeric grade.

“2” score: The '2' portfolio as a whole shows that this writer is ready to exit the English composition sequence (A).

“1” score: The '1' portfolio as a whole shows that this writer can handle advanced college level writing courses, though some assignments may be a challenge (C).

“0” score: This portfolio as a whole shows that this student is not prepared for the challenges of advanced college level writing (F).

You must earn a 'C' in English 102 to pass this course.

Required Portfolio Materials:

1. **Portfolio Cover/Introductory Letter**
2. **2 essays (or 10 pages minimum) that you've written for English 102 this semester**

1. Portfolio Cover/Introductory Letter

This is a crucial part of the project, as it is your chance to prove to the composition faculty that you have successfully acquired the state competencies required to pass this course. Everyone has strengths and weaknesses in writing, and identifying them as well as recognizing how one can continue to improve is required of all writers, even famous ones. Therefore, your letter should show that you can reflect on and continue to improve your writing.

This letter must follow standard formal letter format (typed, double spaced, 1” margins, 12 point Times New Roman font) and should be at least 2 full pages (approximately 500 words). Your evidence is the work you've submitted in your portfolio; that means you need to quote and analyze your own writing from your portfolio. Since you are trying to prove that you possess solid composition skills, that also means that the letter itself should be strong and without errors.

Your letter should consider the following areas of rhetoric and composition:

- **Content:** Thesis, content development, selection of evidence, analysis/explanation of evidence, **English 102 documentation**
- **Organization:** Essay and paragraph organization
- **Expression/grammar:** sentence structure, punctuation, sentence complexity, sentence fluency and variety, word choice, and concision
- **Writing process:** planning, composing, revising

2. Portfolio Documents/Artifacts and Organization

You must include at least 2 essays (or 10 pages minimum) that you've written for English 102 this semester. These cannot be revised after the instructor has scored it. You are not allowed to revise it again after your instructor has completed the grading process per his/her grading

policy as outlined in the syllabus. You may arrange these essays in whatever order makes the most logical sense based on your cover/introductory letter.

1. Do not use your name or your instructor's name anywhere in the portfolio. Identify yourself by W# ONLY.
2. Your instructor will show you how and where to submit your work into Canvas.
3. You may submit your portfolio either as a .doc/.docx or a .pdf file.
4. All portfolios will be run through turnitin.com.

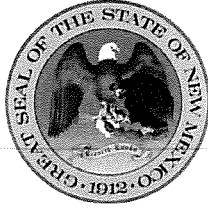
NM Core Competencies Assessed:

1. **Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view.**
2. **Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.**
3. **Students will use effective rhetorical strategies to persuade, inform, and engage.**
4. **Students will employ writing processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.**
5. **Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.**
6. **Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.**

English 102 Portfolio Rubric

	Exceeds Competencies	Meets Competencies	Falls below competencies
Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly.	The reflective letter and portfolio documents consistently include strong thesis statements that help to create a logical, convincing structure.	The reflective letter and portfolio documents consistently include at least a formulaic thesis that provides a basic structure for the pieces.	The portfolio documents show serious weaknesses in thesis and essay construction/organization.
Students will use effective rhetorical strategies to persuade, inform, and engage.	The reflective letter and portfolio documents consistently utilize rhetorical strategies that are effective for the purpose and audience of each document.	The reflective letter and portfolio documents consistently show an effort to utilize rhetorical strategies, though they may over- or under-played.	The portfolio documents use inappropriate or ineffective rhetorical strategies given situation/purpose/audience OR do not attempt to utilize rhetorical strategies.
Students will employ writing processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.	The reflective letter shows a very conscious and deliberative description of this student's methodical writing process. The portfolio documents, though they are final versions, are evidence that this student's writing process "works."	The reflective letter shows that the writer utilizes at least a basic process and understands the value of this process in producing strong final essays, and the writer may indicate areas of weakness in writing process that are evident in the portfolio itself. The portfolio documents reflect a functional writing process.	The reflective letter may acknowledge a lack of a systematic writing process or reflect a lack of knowledge or skill in following or creating an effective individual writing process that works effectively for him/her. The portfolio documents provide evidence of a lack of a structured process.
Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication.	The reflective letter indicates an awareness of the skills developed and required for integrating research correctly and ethically. The portfolio documents reflect solid research from credible sources as well as successful integration and documentation of sources.	The reflective letter shows that the student has learned the foundational skills of research and documentation and recognizes the importance of these skills. The portfolio documents reflect competent if basic research and documentation skills, though there may be problems with citation format, fluid source integration, and/or source evaluation.	The reflective letter shows that the student has little understanding of a primary purpose of English 102 as a research-based course. The portfolio documents reflect serious problems with source credibility, source integration, and/or source documentation. This student is not ready to do college level research writing.
Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.	The portfolio documents reflect the writer's ability to engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences.	The portfolio documents reflect the writer's basic ability to identify and use arguments and counter arguments but may still utilize exaggeration and/or overly dramatic rhetoric to support the writer's position.	The portfolio documents reflect the writer's inability to engage in reasoned civic discourse and/or to recognize the distinctions among opinions, facts, and inferences. The writer does not understand or respect the value and validity of alternative points of view.
Overall Assessment	This portfolio as a whole shows that this writer is ready to exit the English composition sequence	This portfolio as a whole shows that this student can handle advanced college level writing courses, though some assignments may be a challenge.	This portfolio as a whole shows that this student is not prepared for the challenges of advanced college level writing.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	College of Communication, Humanities, and Social Sciences
Course Number, Title, Credits	ENGL 1160, Introduction to Digital Storytelling, 3 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	n/a
Name and Title of Contact Person	Brian K. Hudson, Full-Time English Instructor
Email and Phone Number of Contact Person	E-mail: bhudson11@cnm.edu Mail: 525 Buena Vista Dr. SE, Albuquerque, NM 87106 Call: 505.224.4000 x53402 Chat: https://discord.gg/dBGTcpy

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? *Indicate "Other" if the course is not associated with one of the six NM General Education content areas.*

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1101, Composition I

List all learning outcomes that are shared between course sections at your institution.

1. Analyze communication through reading and writing skills.
2. Employ writing processes such as planning, organizing, composing, and revising.
3. Express a primary purpose and organize supporting points logically.
4. Use and document research evidence appropriate for college-level writing.
5. Employ academic writing styles appropriate for different genres and audiences.
6. Identify and correct grammatical and mechanical errors in their writing.
7. Analyze how linear and interactive digital stories use narrative and gameplay techniques.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.

Students are introduced to genre and medium awareness when they read and discuss the generic tendencies of digital narratives--which range widely in genre and medium. Students will analyze the audience, purpose, and context of several genres of digital stories, including expository and argumentative texts about them. Through the writing process that includes drafting, revising, peer and instructor critiques, students will acquire strategies for understanding and producing work that informs, persuades, and engages. Students will produce informative writing by applying introductory narrative terms to several digital texts of their choice (see attached instructions for informative post). Students then write a persuasive argument that evaluates if a digital text is a good example of a digital story by applying several of the narrative techniques they previously described to rhetorically support their evaluation. In the next step, students draft, revise, and craft their own digital narratives before reflecting on their own understanding of the relationship of genre and medium to purpose. Communication skills will be assessed by using the various texts (informative, evaluative, narrative, and reflective) that the students produce.

Critical Thinking. Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion

Students will apply problem setting by formulating questions as they critique their own work as well as other students' texts. Students will acquire evidence for their peer critiques by analyzing the features of various digital genres: Twitter fiction, character blogs, podcasts, etc. Students will defend and evaluate their assessment of the reasoning and conclusions by responding through guided peer review. Instructors will assess critical thinking skills through the informative, evaluative, narrative, and reflective texts that students produce.

Quantitative Reasoning. Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models

n/a

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

n/a

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will evaluate the authority and value of sources as well as quote, summarize, and paraphrase sources when they prepare their evaluative text in an appropriate academic format (MLA). Students will write informative and evaluative texts about several digital narratives before constructing their own digital narrative. During this process, students will reflect on how their choices of genre and medium impact the purpose and intended message of their digital narrative. Students will learn to formulate research questions that are used to build a thesis for their evaluation. Informational and digital literacy will be assessed by using the various texts (informative, evaluative, narrative, and reflective) that the students produce.


E. Supporting Documents

Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/01/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Informative Posts

50 point each

You will make several informative posts throughout the semester (on your course blog) about specific digital stories. Bryan Alexander explains in *The New Digital Storytelling* that digital stories vary widely in how they look because they are found on many different digital platforms. In addition to visuals are the narrative concepts each creator of a digital story uses. In these posts you will develop your opinions, with these narrative concepts and examples from the texts, about what makes these digital stories meaningful. As Horace famously wrote, the purpose of all stories is to teach and/or entertain. Your informative posts will explain how narrative concepts help these digital stories teach, entertain, and/or serve other purposes.

Your informative blog post will contain:

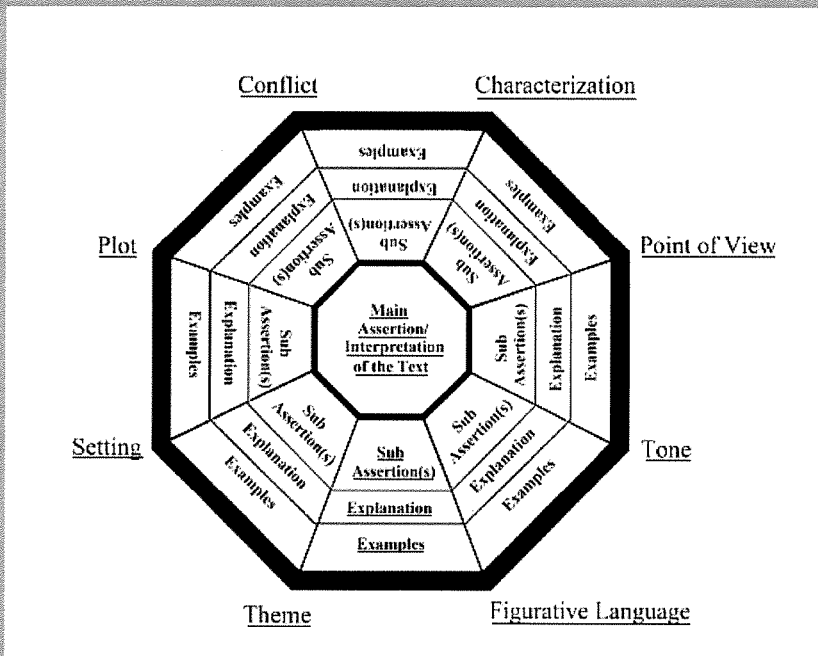
- A descriptive title
- Your opinion about how several narrative techniques are used in one of the digital stories we've discussed
- Paraphrased and/or quoted examples from the digital story
- Explanation of how the examples support your opinions (or assertions)
- Proper application of narrative concepts
- Attention to how visual details (images, font, color, etc.) contribute to the meaning of the digital story
- At least 500 words in a readable font that is properly formatted for a blog
- Proper citations in MLA format that are hyperlinked to information about the sources

For an interactive version of The Literary Web, see: briankhudson.com/heuristics/heuristics-for-analysis/literaryweb/

The Literary Web

This is the analytic version of the literary web.

It is simply a graphical representation of the introductory concepts of literary analysis. This graphic is clickable, meaning you can click on any of the underlined literary or analytic terms for more explanation.



NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	Humanities
Course Number, Title, Credits	ENGL 1410 (150), Introduction to Literature, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	WNMU
Name and Title of Contact Person	Kate Oubre
Email and Phone Number of Contact Person	Katherine.Oubre@wnmu.edu (575) 538-6524

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 1410

List all learning outcomes that are shared between course sections at your institution.

- Read and critically assess a variety of texts
- Understand the conventions of drama, poetry, and fiction
- Use the language of literary conventions to discuss, analyze, and interpret literary texts
- Recognize literary conventions of point of view, plot constructs, setting, character, theme
- Create and support arguments and interpretations of texts by using literary terminology, personal experience, social, cultural, or historical context
- Demonstrate the ability to write coherent essays using grammatically correct prose
- Demonstrate the ability to quote, paraphrase, and cite sources using MLA style

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will present formal as well as informal communications (including such activities as discussion posts, in-class writing, formal essays, creative/project-based assignments and/or presentations) that include academic as well as web sources that are properly integrated in the text and a Works Cited page. Essays must meet the requirements of the structure of the essay and include a discernable thesis, show research and its sources for support, and a conclusion. Instruction on evidence selection emphasizes close reading skills to differentiate between opinions, facts, and inferences.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The primary critical thinking strategy employed in this course is evidence-based analysis. During class discussions/activities, students will learn to reflect, analyze, compare and contrast, and synthesize diverse topics. They will also need to integrate evidence that they have located and evaluated to support their thesis and claims. Students will need to critically engage in civil discourse both in class discussion/activities and in writing assignments, recognizing and acknowledging the distinctions among facts, opinions, and inferences.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

This course emphasizes close reading of primary texts. Thus, students spend significant time practicing primary source integration into their arguments and discussion: selecting appropriate evidence, paraphrasing, quoting, analyzing, and documenting properly to avoid plagiarism. Students will be introduced to analyzing literary conventions of language and genre. In constructing major assignments, students are required to utilize the concepts of research as inquiry and writing as a reiterative process in order to create a compelling argument based on literary sources. Since this is a 100-level course, students must also adapt to our LMS (Canvas), Microsoft Word, MLA format, etc., which instructors may need to provide tutorials on (as needed). Different instructors will emphasize different components of the four component skills, including such exercises/assessments as debate, googledocs for drafting/collaborating, creating projects/presentations with audio-visual components, etc.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer,

Date

William J. Crocker, VPAA

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

English 150, CRN 30738

Online, Summer 2018

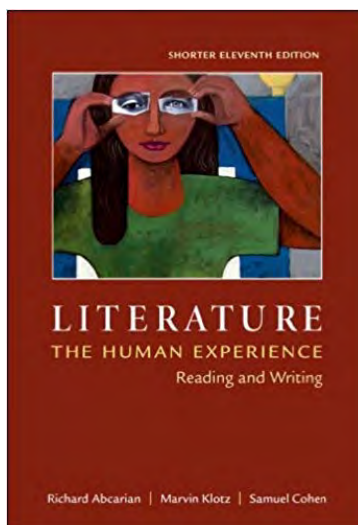
Professor: Kate Oubre, Ph.D.	Office: 204 Bowden Hall
Office Phone: 538-6524	GoogleVoice: (575) 519-4010
E-mail: use e-mail feature in Canvas. E-mail sent elsewhere may be lost	Virtual Office hours: 1-3 M-F and by appointment

Course Catalog Description

ENGL 150. An introduction to the study and appreciation of literature. Shows how understanding writers' techniques increases the enjoyment of their works; relates these techniques to literary conventions; teaches recognition, analysis, discussion of important themes. (NMCCN ENGL 2213) (Area V). (3)

Required Texts

Literature: The Human Experience. Shorter 11th ed. Eds. Abcarian, Klotz, and Cohen. Boston: Bedford/St. Martin's, 2015. ISBN: 978-1-4576-8657-3.



http://ecx.images-amazon.com/images/I/41RGMCEbpWL_SX345_BO1.204.203.200_.jpg

Students who shop for these books online should be careful to search under the books' ISBNs. Otherwise, students may end up with inexpensive but outdated (and therefore useless) editions of the texts.

Course Instructional Objectives:

In English 150, we will explore the human experience as it is represented in a wide variety of texts, both in terms of genre (the form of the literature) and theme. You will convey your understanding of the texts we read through discussions, quizzes, tests, an essay, and an original creative project.

Because this is a condensed course, I have chosen more short pieces for the course so that you have an opportunity to “taste” a wide sampling of material.

By the end of the course you will have

- read and critically assessed a variety of texts
- written a minimum of 3,000 words
- engaged in the process of researching and evaluating sources
- demonstrated the ability to quote, paraphrase, and cite sources using MLA style
- demonstrated the ability to write coherent essays using grammatically correct prose
 - written and revised one essay that engage with assigned readings
 - completed one creative synthesis project

Course Outcomes or Competencies

Students will

- give analyses and critical interpretation of literature
- compare “modes of thought and expression, and processes across a range of historical periods and/or structures (such as political, geographic, economic, social, cultural, religious, and intellectual)”
- recognize “the diversity of human experience across a range of historical periods and/or cultural perspectives”
- use “historical and/or cultural perspectives to evaluate any or all of the following:
 - contemporary problems/issues
 - contemporary modes of expression
 - contemporary thought”
- demonstrate evidence of “an understanding of the present that is informed by an awareness of past heritages in human history, arts, philosophy, religion, and literature, including the complex and interdependent relationships among cultures.”

* Quotations are from the New Mexico Core Competencies Assessment 2007-2008.

The following material is taken from the New Mexico Core Competencies Assessment 2007-2008: Area I Courses:

1. Students will analyze and evaluate oral and written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages in order to make informed decisions.
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.
3. Students will use effective rhetorical strategies to persuade, inform, and engage. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical strategies include but are not limited to modes (such as narration, description, and persuasion), genres (essays, web pages, reports, proposals), media and technology (PowerPoint™, electronic writing), and graphics (charts, diagrams, formats).

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents or oral presentations independently and in groups.

5. Students will integrate research correctly and ethically from credible sources to support the primary purpose of a communication. Students should: Gather legitimate information to support ideas without plagiarizing, misinforming or distorting.

6. Students will engage in reasoned civic discourse while recognizing the distinctions among opinions, facts, and inferences. Students should: Negotiate civilly with others to accomplish goals and to function as responsible citizens.

Disability Support Services

Services for students with disabilities are provided through the Student Health Center's Disability Support Services Office located in the Juan Chacon Building, Room 221. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, and a quiet testing area. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services forms are available in the First Year Experience Office located in the Juan Chacon Building and in the Student Health Services Office in Muir Heights 111. The Disability Support Services Office serves as Western New Mexico University's liaison for students with disabilities. The Disability Support Services Office can be contacted by phone at (575) 538-6400 or e-mail at dss@wnmu.edu.

Communication Policy Statement regarding official email

WNMU's policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. (These mailboxes fill up quickly, and once they are full, messages sent to you will disappear. Your sender will not be notified of bounced messages. Neither will you. You will need to empty your mailbox from time to time. The system will not do it for you) **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

Example: Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com

Martin would follow the direction provided

at <http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm>

WNMU Policy on Email Passwords: WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include:

- Passwords shall contain at least six (6) characters.
- Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # \$ % & *).
- Passwords shall be changed at least every 90 days. (8/6/08)

Forwarding E-mail from Canvas to Mustang Express: Canvas will automatically send your e-mail to Mustang Express (and from there it will go to any other address you select, as mentioned above). To tell it to do this, follow this path: WNMU Homepage > My Online Courses (Canvas) > Canvas Homepage > Profile > Notifications. Each of the preferences will have your WNMU e-mail address as a forwarding address. Notice that at the right you can set how often your Canvas e-mail will be forwarded. It is best to set all the messages on “Right Away.” Otherwise, you could fall behind.

Academic Integrity Policy and Procedure

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain” (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions.

Penalties for infractions of academic integrity in this class are as follows:

Plagiarism Policies and Procedures

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Faculty Handbook, 2008).

Except in limited cases, it is impossible to write a college paper, or even an essay question, without using the words or ideas of someone else. In most cases, we even want you to do so. However, you cannot simply write down those words or ideas, because if you do, that is the same as telling the reader that they are your own, and that amounts to stealing, whether you meant to do so or not.

When you use someone else’s words or ideas, tell your readers directly whose words or ideas you are using, and the publication or other source from which they came. If you use the exact words of someone else (more than three words together), you must put them in quotation marks. It is also dishonest to change the words of a source without changing the sentence structure of the source or without giving that source credit by name and title.

English 150 will use MLA documentation. If you learned APA in your English composition courses, this documentation style is a big different, but we will go over the requirements during the first week of the course. Our textbook provides information on proper documentation.

My Policy:

Deliberate plagiarism occurs when a student intentionally takes credit for work he or she has not done. The 1st instance of deliberate plagiarism will result in a zero on the assignment. A 2nd instance will result in failure of the class.

Unintentional plagiarism occurs when borrowed material is not correctly quoted, paraphrased, or cited. Unintentional plagiarism will result in a lowered grade for work done at the beginning of the semester, and may result in failure of the class at the end of the semester.

Cheating Policies and Procedures

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student’s knowledge” (WNMU Faculty Handbook, 2008).

My Policy:

Cheating will result in a failing grade for the assignment and potential failure in the class.

Class Procedures for Inclement Weather

This course is a 100% online course, and Canvas is a very reliable Learning Management System. You are expected to meet course deadlines and work far enough ahead to prevent last minute technical problems on your computer and/or with your internet provider. If you will not have regular and reliable internet service for the entirety of the course (5+ days a week), this may not be the course for you.

If Canvas or the WNMU server “goes down,” I will make alternate deadlines and post information in an ANNOUNCEMENT in Canvas and/or a Mustang Express e-mail.

However, if you do have an emergency, please contact me as soon as possible so that we can work together to help you be as successful as possible in the course.

Assessment/Evaluation and Grading Scale

Final Grade: A = 90 - 100%; B = 80 - 89%; C = 70 - 79% (C is the minimum passing grade for this course); D = 60 - 69%; F = 0 - 59%

Assessment/Evaluation and Grading Scale

Final Grade: A = 90 - 100%; B = 80 - 89%; C = 70 - 79% (C is the minimum passing grade for this course); D = 60 - 69%; F = 0 - 59%

Grade breakdown (subject to change):

Coursework (Discussions and Quizzes)	20%
Test 1	20%
Essay	20%
Test 2	20%
Final Creative Project	20%

How to Calculate Your Grade

- Go to Grades in Canvas on the left tab
- Look in the far right column. It will tell you your average to date.

Note: A grade of incomplete will not be granted unless at least 75% of coursework has been completed AND there are documented extenuating circumstances preventing you from completing the course by the deadline.

Note: You cannot earn a passing grade in this course unless you submit all of the major assignments (Test 1, Essay, Test 2, Creative Project)

Attendance and Behavior Policies

Attendance in an online class is evaluated by your attendance to the material. Attendance is critical to your success in a reading and writing-intensive course. We all work better when we interact with others in a positive and supportive environment, which also means that we must meet deadlines.

Because this is a summer course, you will need to allot approximately 1 ½-2 hours every day to coursework.

Discussions and quizzes constitute the daily participation for this class. For nearly every day that an major assignment (test, essay, or project) isn't due, you will have reading assignments, one or two discussion posts, several responses to other students' posts, and often a quiz.

It is VITAL that you pay attention to the MODULES, since the discussion boards and the “to do” list in Canvas do not allow for multiple due dates.

Please contribute to all course activities in a courteous and professional manner. Disruptive behavior will not be tolerated; I will give only one warning, and if negative behavior persists, I may drop you from the class.

Late Work Policies

Late major assignments (essays) will drop 10% for every day they are late. Let me know ahead of time if you have extenuating circumstances or as soon as possible if you have a documented emergency. It will not be easy to catch up once you get behind in this course.

Discussion posts that are submitted late will not be accepted for grading and will earn a zero. I will drop the lowest discussion grade for the course.

Quizzes are posted only for 48 hours. You can take quizzes multiple times, you can use your book, etc., but you need to get it done on the day of class. I will drop the lowest quiz score.

Tests are posted only for 48 hours, and once you begin the test, you will have 120 minutes (2 hours) to complete it in one attempt. Unless otherwise stated, you may use your books and notes. Tests will involve short answer (3-5 sentences), longer answer (1-3 paragraphs).

Essay Revision policy: You are allowed to revise the mid-semester essay after the essay has been graded if you have met all deadlines, including the optional draft. You must let me know that you plan to revise and provide a revision plan based on my comments before you begin. The essay revision due date notification will be included with the final grade information for the project, but it will be no later than 1 week after the final grade has been assigned.

The **Semester Creative Synthesis Project** cannot be revised after a final grade has been assigned.

WNMU Code of Civility

In order to promote a positive, professional atmosphere among students, faculty and staff, the following Code of Civility has been developed:

Respect: Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.

Kindness: A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.

Truth: Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.

Responsibility: Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.

Cooperation: Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.

Acceptance: Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.

Professionalism: Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

Confidentiality: Some individuals may choose to disclose personal information during class. Therefore, it is important that all class members agree not to discuss or write about what others have revealed in confidence in class.

Course Access: Access to online course materials will be available to students between the start and end dates listed in the class schedule.

Copyright: The materials found in this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained by students in any electronic form or further disseminated or distributed to anyone not enrolled in this course.

Changes: Several times during the semester, I may revise the schedule. I may also change the procedures in this course. If that happens, I will do two things: 1) notify you by e-mail; 2) make the necessary change to the wording of the Schedule or Syllabus documents, so that you can make yourself familiar with the details of the change.

English 150 Essay Assignment

Your assignment is to write a 3-4 page typed essay on one of the following topics, examining what at least 2 of the texts we've read "say" about the topic (that will be your thesis, and it needs to be more than a cliché). If you find another common thread that you'd like to examine, you may propose an alternative topic.

Topics:

- The price of conformity
- Rebellion against injustice
- Social change
- Role of individual in society
- Price of individuality in society
- Prejudice
- What is "Justice"?

Texts:

- Shirley Jackson, "The Lottery"
- Case study for "Letter from Birmingham Jail" (pages 393-413)
- Dudley Randall's "Ballad of Birmingham" (pages 330-331)
- Sophocles, *Antigone* (pages 346-378)
- The poems in "Connecting Poems: Revising America" (pages 336-340)
- Walt Whitman "[I Hear America Singing](#)([Links to an external site.](#))[Links to an external site.](#) ([Links to an external site.](#))[Links to an external site.](#)" (click on link; it's referred to in our book but not included)
- William Carlos Williams "[To Elsie](#)([Links to an external site.](#))[Links to an external site.](#) ([Links to an external site.](#))[Links to an external site.](#)" (click on link; it's referred to in our book but not included)

You are not allowed to use secondary sources (summaries, analyses, or interpretations of the stories in print or online). If you need to look up allusions, historical information, or other specific references in the story, be sure to quote and paraphrase properly and cite your sources.

Properly quote and cite the stories themselves. In studies of literature, we use MLA citation format.

Be sure to review [Essay Resources](#) and the [essay rubric](#) .

English 150 Essay Rubric

	Exceeds standards	Meets standards	Approaches standards	Fails to meet standards
Thesis	Essay has a strong, well-written thesis. The body of the essay clearly and directly supports the thesis.	Essay has a strong thesis that includes all necessary components but may not be as beautifully written as the excellent one. The body of the essay clearly and directly supports the thesis, though perhaps without as much subtlety as the excellent one.	Essay has a stated thesis that is not as complete or accurate, or that is poorly written. The body of the essay mostly supports the thesis, though there may be pieces that don't appear to fit.	Essay has a general or vague thesis or is missing a thesis; paragraphs are scattered and unconnected. Essay does not follow assignment.
Content				
Evidence	Overall, the essay includes substantial evidence from at least two texts, both in terms of explanation and plot information to carefully selected quotes to	Overall, the essay provides strong evidence from at least two texts, both summary/description and sufficient quotes to support the	Overall, the essay provides some detail from two texts but it is not sufficient to support a strong thesis. There may be substantial plot summary. One text may	Overall, the essay only summarizes the texts, the essay only provides evidence from one text, and/or the evidence does not support the thesis.

	support the thesis and paragraph ideas.	thesis and paragraph ideas.	not be fully developed and discussed.	
Analysis	The essay provides a comprehensive analysis, clearly indicating how the evidence provided supports both topic sentences and the larger thesis without repetition.	The essay provides a comprehensive analysis, indicating how the evidence provided supports both topic sentences but with less sophistication or explanation than the “excellent” one. There may be some repetition of ideas/details rather than development.	The essay provides some specific analysis, but more often the analysis is too general or vague. This is quite often reflected by substantial repetition.	The essay offers mainly general analysis or is lacking analysis.
Organization				
Essay Organization	The essay is organized coherently and creatively, with one paragraph idea leading logically and fluidly to the next with effective transitions. The introduction and conclusion are creative but also analytical without being repetitive.	The essay follows a logical organization, though the reader has to make some of the connections with basic transitions. The introduction and conclusion get the job done, if a bit mechanically or repetitively.	The essay attempts to follow a logical organization, but sometimes it jumps from one point to the next without apparent reason. The essay has a basic introduction and conclusion.	The essay does not follow a logical organization. The essay has minimal introduction/conclusion.
Paragraph Organization	Body paragraphs are organized coherently and creatively, with a strong topic sentence, context, supporting evidence, analysis, and conclusion.	Body paragraphs follow the formula with a strong topic sentence, context, supporting evidence, analysis, and conclusion.	Body paragraphs follow the basics with a general topic sentence, context, supporting evidence, analysis, and conclusion.	Body paragraphs do not meet one or more of the basic requirements.
Conventions				
Documentation	Essay cites paraphrases and quotes correctly using MLA documentation style. Works cited is correct and properly formatted with minimal errors.	Essay cites paraphrases and quotes using MLA documentation style. Works cited is correct and properly formatted with some errors.	Essay attempts to follow MLA documentation, but there are consistent errors in documentation.	Essay has serious documentation errors and/or may be missing works cited page.
Expression and Mechanics	Essay is free of spelling, usage, and sentence level errors. Essay utilizes clear and appropriate diction as well as clear and effective sentence construction.	Essay is mostly free of spelling, usage, and sentence level errors. Overall, the essay is very “readable.” The ideas come across clearly, though there may be some awkward word choices or sentences	Spelling, usage, or sentence level errors (particularly comma splices, fragments, or run-ons) are found frequently in the essay. Awkward word choices and sentence structures may also be found throughout the essay, but the reader can still follow the writer’s ideas.	Serious errors in spelling, usage, and/or sentence construction distract the reader and prevent him/her from following the writer’s ideas. Awkward word choices and sentence structure distract the reader from following the writer’s ideas.

General Education Area II: Mathematics

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WESTERN NEW MEXICO UNIVERSITY
Department	MATHEMATIC AND COMPUTER SCIENCE
Course Number, Title, Credits	MATH 107, MATHEMATICS FOR SCHOOL TEACHERS (3 CREDITS)
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Scott Smith
Email and Phone Number of Contact Person	Scott.Smith@wnmu.edu (575) 538-6255

Was this course previously part of the general education curriculum?

- Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

- Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Institution-specific Student Learning Outcomes

Unit 0001 - Number Properties and Number Operations Demonstrate knowledge of place value and the relative magnitude of numbers. Use addition, subtraction, multiplication, and division of whole numbers in multi-digit computations. Identify equivalent ways of representing integers, fractions, decimals, and percents, including the use of exponents and scientific notation. Solve word problems involving integers, fractions, decimals, percents, ratios, and proportions. Unit 0002 - Fundamental Principles of Algebra Evaluate algebraic expressions by substituting numbers for variables. Solve linear algebraic equations and inequalities in one variable. Identify equivalent algebraic expressions. Graph ordered pairs and number relationships presented in tabular or symbolic form. Identify the linear equation that best represents data presented in tabular or graphic form. Unit 0003 - Measurement Principles and Geometry Concepts Identify a measurement or measurement unit needed to solve a problem. Convert units within and between standard and metric measurement systems. Solve problems involving lines, line segments, and angles. Analyze fundamental properties of triangles, quadrilaterals, and circles. Solve problems involving the length, perimeter, and area of basic shapes and the surface area and volume of rectangular solids. Solve real-world problems involving basic measurement and geometric concepts, including the Pythagorean theorem. Unit 0004 - Probability and Statistics Calculate the probability of a given outcome. Analyze information presented in tables, line graphs, scatter plots, pictographs, bar graphs, histograms, and pie charts. Recognize the appropriate graphic representation of data. Compute and interpret the mean, median, and mode of data. Demonstrate knowledge of the concepts of range, standard deviation, and spread. Recognize appropriate and inappropriate uses of basic statistics. Unit 0005 - Problem Solving, Reasoning, and Mathematical Communication Estimate the solution to a given problem. Evaluate the reasonableness of a solution to a given computation or problem Use algorithms (i.e., a set of instructions) to perform a given calculation or solve a given problem. Use inductive reasoning to identify missing terms in numerical and graphical patterns. Use deductive reasoning to draw conclusions and evaluate arguments. Translate between written English and mathematical terminology, concepts, and notation.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In MATH 107, students develop their communication skills in a couple of ways. First, for a final project, students are required to create a screencast that is between 10 and 15 minutes in length, where they present a short lesson on a mathematical topic of their choice that is covered during the course. For their screencasts, students are required to clearly convey the objective of the lesson, to use effective communication skills in delivering the message, and to use grammatically correct English. Furthermore, as part of the screencast project, students will engage in peer reviewing, so that each student will grade the screencast project of another student and have their screencast graded by a fellow student. A second way that students will develop their communication skills in MATH 107 is through online discussions. For the online discussions, students respond to discussion questions regarding why particular topics in the elementary mathematics curriculum are frequently difficulty for students to learn, such as fractions, decimals, proportions, ratios, integers, probability, etc. During these discussions, students are encouraged to support the positions they take and their arguments with evidence. Additionally, in the online discussions, students are required to evaluate the reasoning of other students in their replies in the discussion boards.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

There are a number of ways that students engage in critical thinking in MATH 107. One way students engage in critical thinking in the course is through the evaluation of logical arguments. For particular assessment items, students are

required to determine whether logical arguments are valid or invalid, and students are also required to create their own valid logical arguments. Students also engage in critical thinking during the online discussions. During the online discussions, students respond to prompts to questions about why particular topics in the elementary mathematics curriculum and that are covered in MATH 107 are difficult to learn, such as fractions, operations with integers, probability, etc. In these online discussions, students are also encouraged to think of instructional methods that teachers might use to make these difficult topics easier for students to learn. During the online discussions, students are encouraged to use evidence to support the position they take. Furthermore, as part of the online discussions, students are required to reply to other students' responses and to evaluate the reasoning and argumentation of the responses of their fellow students. Critical thinking is also a part of the problem-solving process involved with solving the many mathematical problems that students encounter as part of the course, included in the assigned homework and other assessments.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Students develop their quantitative reasoning in MATH 107 in at least three different ways. First, students explore the relationship between quantitative information and visual representations, where students are required to demonstrate proficiency in converting between quantities such as fractions, decimals, percentages, ratios, and integers and visual ways of representing these quantities. Furthermore, during MATH 107, students solve quantitative contextual problems in the form of word problems that involve a large number of different contexts. The second way that students develop their quantitative reasoning in MATH 107 is by participating in the online discussions, in which students discuss why particular topics in the elementary mathematics curriculum and that are covered in MATH 107 are difficult to learn. During the online discussions, students are required to reply to other students, and in their replies, to interpret, analyze, and critique the quantitative reasoning of their fellow students. The third way that students develop their quantitative reasoning in MATH 107 is by completing a final project, in which students create a screencast in which they create a short lesson that demonstrates how to teach one of the topics covered in the course. During the screencast project, students express quantitative information in the form of numerical operations, graphical representations, reasoning with quantities, and support their conclusions with quantitative arguments.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents (required).

Sample Syllabus Attached **Sample Assessment Attached**

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer,
William J. Crocker, VPAA

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied If denied,

rationale:

Institution Notified on _____
Date

Math 107

Welcome to Math 107, Mathematics for School Teachers. Math 107 is for students majoring in Education who are planning to take the NES Essential Academic Skills Test in the next few months. The NES Essential Academic Skills test is required of students who would like to be majors in the Education Department and who are planning to become school teachers. The primary purpose of Math 107 is to prepare students for the mathematics subtest of the Essential Academic Skills test.

Please Review the Following Course Syllabus

Mathematics 107

Mathematics for School Teachers

Fall Semester 2018

Instructor: Scott Smith

email: scott.smith@wnmu.edu

Office Phone: 575-538-6255

Office: GRC (Global Resource Center) 214, Main Campus in Silver City

Office Hours: Monday and Wednesday 10-11am or 12-1pm, or by appointment

Textbook: There is no required textbook for this course.

Prerequisites: Math 098 or a sufficiently high score on the AccuPlacer exam.

Program Fee: A program fee of \$6 per credit hour is used to support program initiatives in math and computer science. These include tutoring services, supplies, and software to support math and computer science courses.

Course Components: Your overall grade for the course will be determined by your scores on the following categories of assignments and assessments: Unit Exams (50%); Homework (30%); Weekly Discussions (10%); Screencast Project (10%). The course assignments and assessments are described in more detail below.

Unit Exams (50% of overall grade): Math 107 is divided into 5 separate Units, consisting of Units 0001 through 0005. Material learned in each Unit is as follows: Unit 0001 covers number properties and operations; Unit 0002 covers fundamental principles of algebra; Unit 0003 covers measurement principles and geometry concepts; Unit 0004 covers the basics of probability and statistics; and Unit 0005 covers problem solving, reasoning, and mathematical communication. We will spend approximately 3 weeks covering each of the 5 Units in the course. At the end of each of the 5 Units students will take a Unit Exam, where each exam is completed and submitted through Canvas. Unit Tests will count for 50% of students' overall course grade. The above units are based upon the framework for the mathematics subtest of NES Essential Academic Skills Test.

Homework (30% of overall grade): For each of the 5 Units covered during the course there will be approximately 4-5 homework assignments, so that there is a total of 22 homework assignments for Math 107. Each of the homework assignments is completed and submitted

through Canvas. Students should feel free to contact the instructor if they have any questions about problems from the homework assignments.

Weekly Discussions (10% of overall grade): Each week of the course, there will be a discussion in Canvas of topics relevant to issues with learning related to content that is being covered in the course during the week the discussion is due. For each discussion, students are required to post a response in the discussion and to reply to at least one other student's response. At the bottom of this syllabus are guidelines for etiquette to follow when posting to the Weekly Discussions.

Screencasting Project (10% of overall grade): The Screencasting Project gives students the opportunity to create a multimedia-based lesson one of the topics covered during the course, where students are free to choose the specific topic of their multimedia screencast presentation. The screencast that student produce is required to be between 12-15 minutes in length and should adequately but briefly describe how to teach one of the topics covered during Math 107, and students' screencast presentations are required to be uploaded to YouTube. Recommended screencasting platforms include screencast-o-matic, Prezi, and Microsoft PowerPoint. The rubric for the Screencasting Project is found in the Math 107 Canvas Course Shell in the description for the assignment itself. For the Screencasting Project, students will also peer review the screencasts of fellow students, where the instructor will make the assignments for the peer reviews.

Course Learning Objectives:

Below are the Course Learning Objectives for Mathematics 107: Mathematics for School Teachers:

Unit 0001 - Number Properties and Number Operations

- Demonstrate knowledge of place value and the relative magnitude of numbers.
- Use addition, subtraction, multiplication, and division of whole numbers in multi-digit computations.
- Identify equivalent ways of representing integers, fractions, decimals, and percents, including the use of exponents and scientific notation.
- Solve word problems involving integers, fractions, decimals, percents, ratios, and proportions.

Unit 0002 - Fundamental Principles of Algebra

- Evaluate algebraic expressions by substituting numbers for variables.
- Solve linear algebraic equations and inequalities in one variable.
- Identify equivalent algebraic expressions.
- Graph ordered pairs and number relationships presented in tabular or symbolic form.
- Identify the linear equation that best represents data presented in tabular or graphic form.

Unit 0003 - Measurement Principles and Geometry Concepts

- Identify a measurement or measurement unit needed to solve a problem.
- Convert units within and between standard and metric measurement systems.

- Solve problems involving lines, line segments, and angles.
- Analyze fundamental properties of triangles, quadrilaterals, and circles.
- Solve problems involving the length, perimeter, and area of basic shapes and the surface area and volume of rectangular solids.
- Solve real-world problems involving basic measurement and geometric concepts, including the Pythagorean theorem.

Unit 0004 - Probability and Statistics

- Calculate the probability of a given outcome.
- Analyze information presented in tables, line graphs, scatter plots, pictographs, bar graphs, histograms, and pie charts.
- Recognize the appropriate graphic representation of data.
- Compute and interpret the mean, median, and mode of data.
- Demonstrate knowledge of the concepts of range, standard deviation, and spread.
- Recognize appropriate and inappropriate uses of basic statistics.

Unit 0005 - Problem Solving, Reasoning, and Mathematical Communication

- Estimate the solution to a given problem.
- Evaluate the reasonableness of a solution to a given computation or problem
- Use algorithms (i.e., a set of instructions) to perform a given calculation or solve a given problem.
- Use inductive reasoning to identify missing terms in numerical and graphical patterns.
- Use deductive reasoning to draw conclusions and evaluate arguments.
- Translate between written English and mathematical terminology, concepts, and notation.

Important Due Dates:

Unit 0001 Test	September 2nd, 2018
Unit 0002 Test	September 23rd, 2018
Unit 0003 Test	October 18th 2018
Unit 0004 Test	November 15th, 2018
Unit 0005 Test	December 9th, 2018
Screencasting Project	December 11th, 2018

Grading System: The following grading system will be used to determine your overall course grade:

- A: 100 - 90%
- B: 89 - 80%
- C: 79 - 70%
- D: 69 - 60%
- F: 59 - 0%

Program Fee: A program fee of \$6 per credit hour is used to support program initiatives in math and computer science. These include tutoring services, supplies, and software to support math and computer science courses.

It is recommended that you build good online access habits, so get used to going to the [MODULES](#) tab to the left when you log in. Don't simply click on assignments or discussion forums in the Activity Stream, Global Navigation links, or your To Do list! The [Modules](#) contain a wealth of information about this course that you'll be missing if you take the "shortcuts."

- Read the [Course Syllabus](#) thoroughly. This is an agreement involving you, the instructor, and the university.
- Start by going through the documents on the Getting Started module.
- Continue to the Unit 1 Module.

Technology Skills for this Course: To participate in this class, you should be familiar with the use of a web-browser to be able to navigate to the various features of this Canvas course.

Technology Requirements for this Course: The primary technology requirements for this online course are access to a computer with a modern internet browser (such as Mozilla Firefox or Google Chrome) as well as access to the internet to login to the Canvas course website.

Etiquette for Online Discussions

Please act in accordance with the following **Code of Civility** when posting responses to the Weekly Discussions:

Respect: Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.

Kindness: A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.

Truth: Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.

Responsibility: Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.

Cooperation: Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.

Acceptance: Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.

Professionalism: Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

Academic Integrity Policy

Each student shall observe standards of honesty and integrity in academic work completed at WNMU. Students may be penalized for violating this policy. Please refer to the Academic Integrity section in the current WNMU Course Catalog.

Copyright Policy Statement

The materials found in this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained by students in any electronic form or further disseminated or distributed to anyone not enrolled in this course.

Name _____

()

#1. For $f(x) = 3x^0 - 5x + 7$, evaluate $f(-5)$ #2. For $h(x) = \frac{x^0 - 1}{2 - 3}$, evaluate $h(-4)$

()

()

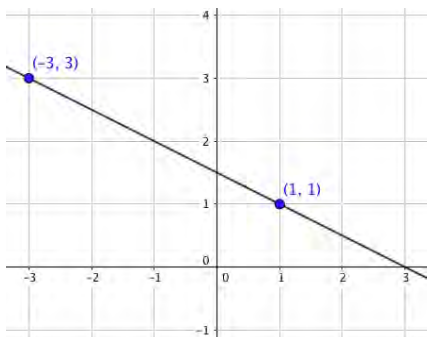
()

#3. For $f(x) = 2 + x$ and $g(x) = 3 - 4x^0$, evaluate $f(g-4)$

#4. Determine the slope of the line passing through the points $(-2, 2)$ and $(4, -1)$

#5. Determine the equation of the line (in slope-intercept form) that passes through the points $(3, -2)$ and $(5, 2)$

#6. For the line shown in the image below, determine the equation of the line (in slope-intercept form)



#7. The sum of three consecutive integers is 96. Determine the three integers.

#8. Leon has a handful of dimes and quarters valuing \$3.40. He has 6 more dimes than he does quarters. How many of each coin does he have?

#9. Two cars leave a location traveling in opposite directions. If one car averages 53 miles per hour and the other averages 67 miles per hour, then how long will it take for them to separate a distance of 540 miles?

Addition and Subtraction of Fractions Discussion

Question for the Weekly Discussion:

Fifth---grade students frequently find it difficult to learn and master the operations of adding and subtracting fractions, especially where the fractions do not have a common denominator. Discuss why you believe it is difficult for students to learn these fraction operations (please support your point of view with evidence).

Requirements for weekly discussions are to respond to the given question and to reply to at least one other person's response to the question.

Screencasting Project

The Screencasting Project gives Math 107 students the opportunity to create a multimedia-based lesson on one of the topics covered during the course, where students are free to choose the specific topic of their multimedia screencast presentation. The screencast that students produce is required to be between 12–15 minutes in length and should adequately but briefly describe how to teach one of the topics covered during Math 107, and students' screencast presentations are required to be uploaded to YouTube. Recommended screencasting platforms include screencast-o-matic, Prezi, and Microsoft PowerPoint. Students may use another screencasting platform, provided that they obtain instructor permission to use another screencasting platform. The rubric for the Screencasting Project is found in the Math 107 Canvas Course Shell in the description for the assignment itself. For the Screencasting Project, students will also peer review the screencasts of fellow students, where the instructor will make the assignments for the peer reviews.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution **Western New Mexico University**
Department **Mathematics and Computer Science**
Course Number, Title, Credits **MATH 1350 Introduction to Statistics (3)**
Name and Title of Contact Person **Dr. Nancy Livingston, Associate Professor of Math & Computer Science**
Email and Phone Number of Contact Person **nancy.livingstonpotter@wnmu.edu (575) 538 - 6788**

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1350 Introduction to Statistics

List all learning outcomes that are shared between course sections at your institution.

General learning outcomes addressed by this course are:

- Become a critical consumer of statistical information by developing the ability to judge the reasonableness of claims about data using statistical methods
- Understand statistical applications using descriptive and inferential statistics

- Interpret and describe data using graphical methods: dot plots, stem-and-leaf displays, histograms, bar and pie charts.
- Interpret and describe data using numerical methods: measures of central tendency and variability.
- Evaluate inferences using probabilistic methods and models in quantitative observations.
- Use discrete and continuous random variables and their probability distributions to evaluate inferences about real-world problems.
- Use descriptive methods for assessing normality, understand sampling distributions and draw inferences about a population from sampling.
- Understand the concepts of margin of error and confidence interval, and their relationship to validity of polling reports.
- Formulate and test hypotheses about a population mean using appropriate technology and tables.
- Interpret statistical results to test conjectures, judge the validity of arguments, formulate valid arguments, check answers to determine reasonableness, and communicate the reasoning and the results.

Specific core competencies addressed by this course are:

Core Competency: Construct and analyze graphs and/or data sets.

- Organize data and display in frequency distribution and find percentile points and ranks for the distribution
- Graph data distributions using the correct format for graphs, to include: histograms, frequency polygons, box plots and scatter plots and draw appropriate inferences

Core Competency: Use and solve various kinds of equations.

- Compute mean, median, mode, and standard deviation
- Determine basic probabilities and probabilities associated with the standard normal curve
- Understand the binomial distribution and its properties
- Compute sampling distributions of sample means
- Compute the mean and standard deviation of sample means
- Calculate margin of error given sample size and sample size given margin of error
- Construct confidence intervals for population means and proportions
- Calculate test statistics

Core Competency: Understand and write mathematical explanations using appropriate definitions and symbols.

- Use Z-scores appropriately
- Construct probability distributions
- Write confidence intervals
- Understand the Central Limit Theorem and when to apply it
- Write null and alternate hypotheses

- Understand the concept of significance level and P values
- Apply the steps for inference/hypothesis testing
- Define parameters and statistic

Core Competency: Demonstrate problem solving skills within the context of mathematical applications.

- Determine appropriate methods to display data
- Compare measures using Z-scores
- Identify and analyze outliers
- Select appropriate sampling techniques
- Determine if random variables are continuous or discrete
- Choose and construct appropriate hypothesis tests for population means and proportions

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In this course, students communicate in a variety of genres and media. They learn about different data types and perform problems requiring them to distinguish among them. They learn how to understand graphs and charts to describe data, and they use technology to construct these graphs and a written report to explain them. They learn how to compute statistical measures of central tendency and variability by evaluating formulae and using technology, and they perform problems requiring them to apply this knowledge in real-world setting. They learn how to compute and interpret a probability by evaluating formulae using numerical methods and technology and demonstrate these results using short paragraph descriptions. They learn how to compute probabilities using discrete probability distributions and the normal distribution by using technology and tables, and they perform problems requiring them to complete these computations. They collect data from performing a simple probability experiment and communicate results about the data numerically and verbally in a short report. They learn the sampling methods commonly employed, and they learn how to apply the Central Limit Theorem to them by performing problems related to the real-world and computer experiment visualizations, which they must then communicate results in a short written report. They describe and evaluate a statistical study or poll as presented in the popular press and complete a written report on their work. They perform hypothesis testing and summarize and evaluate arguments or procedures and report their conclusions in a short written paper.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

In this course, students administer a basic probability experiment by gathering the data necessary from performing the experiment, evaluate the data by computing likelihood of outcomes, create a graph to visually display results and develop written conclusions about the relationship of their experiment to theoretical results. They also conduct or research a basic statistical study in which they define the

population of interest and the goal of the study. They gather evidence by developing a questionnaire or other data collection plan and collecting data, doing their best to choose a sample representative of the population studied or they research and describe the methods utilized in a published study, evaluate evidence by presenting it visually in charts and graphs and calculating sample statistics, determine the existence of patterns in the data, and develop a conclusion based on their data. They also study a popular polling result reported in the news by determining the sampling method used, analyzing the margin of error reported and explaining reported conclusions. They also conduct a hypothesis test in which they create and administer the test, identify the hypothesis in question, perform the test using technology and determine conclusions and consequences of the test.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Students represent quantitative information using equations and formulas (examples: mean, median, mode, range, quartiles, inter quartile range, standard deviation, variance, z-score, probabilities of discrete and continuous models), graphs (examples: dot plots, stem-and-leaf displays, column and bar charts, histograms, boxplots, time series graphs, scatterplots), spreadsheets, and written language (examples: identifying patterns, categorizing histograms by peaks and direction of skew, describing center and variation, categorizing scatterplots by type and strength of correlation). In a written report, students analyze data collected from a sample, test the likelihood of the data being collected from a normal population, determine the likelihood of various outcomes using the normal distribution, and provide a written summary of their discoveries. Students also summarize a statistical study including identifying the population and sample, the sampling method, the nature of the study (observational or experiment), the variables of interest and any possible confounding variables. They also critique the study considering possible bias in the sample or in the setting and wording of the survey and consider if the study presented its results fairly and achieved its goals. Students also perform a hypothesis test in which they must set up the hypothesis from a real-world description of the scenario, determine the possible outcomes, and report on the conclusions and consequences of the test results. They use formulas, spreadsheets, and graphs to analyze various scenarios, make estimations and predictions, interpret results, and state conclusions that they can apply to their own decision making and to judge validity of statistics reported in the news.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment

Attached

Example assessments that accompany this application are:

- **Math1350 Examination**

This examination assesses student core competencies in using and solving various kinds of equations: computing the mean, percentiles, probabilities, and coefficient of variation. By writing an examination requiring solving equations

and evaluating statistical measures, student's essential skills in quantitative reasoning and critical thinking are utilized.

- **Math1350 Black Bear Study**

This written presentation assesses student core competencies in constructing and analyzing graphs and/or data sets: constructing a histogram and normal probability plot; understanding and writing mathematical explanations using appropriate definitions and symbols: computing the mean, standard deviation, percentiles, determining probabilities associated with the normal curve, and applying the empirical rule; and, demonstrating problem solving skills within the context of mathematical applications: comparing measures and evaluating their meaning in the context of real world phenomenon. Students must demonstrate the essential communication skill in preparing this study in writing, and the essential skills of quantitative reasoning and critical thinking in solving the real world problems asked about this dataset.

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer,
William J. Crocker, VPAA

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date



WESTERN
NEW MEXICO UNIVERSITY

Syllabus for MATH 1350 Introduction to Statistics

Professor:

Phone: 575-538-6788

Office Hours:

Office Location:

Email:

Common Course Catalog Description: Analysis and collections of data; measures of central tendency; measures of variability; standard error; standard scores; correlation predictive indices; measures of reliability; practical applications in mathematics, science, business, education, and social sciences. Prerequisites: MATH 1215, or equivalent. (NMCCN MATH 2113). (3)

Required Materials:

- **Access to Chapters 1 – 6 from eText:**

A FIRST COURSE IN

STATISTICS

TWELFTH EDITION

James T. McClave

Info Tech, Inc.

University of Florida

Terry Sincich

University of South Florida

Library of Congress Cataloging-in-Publication Data

McClave, James T.

A first course in statistics / James T. McClave, Info Tech, Inc., University of Florida, Terry Sincich, University of South Florida. – Twelfth edition.

pages cm

ISBN 978-0-13-408062-8 ((pbk.))

- **Access to appropriate technology (Excel, RStudio Statistical Software)**

Common Course Topics:

The topics in this course include most of the New Mexico Higher Education Department's General Education Core Competencies and Rationales. They include:

Core Competency & Rationale

Core Competency: Construct and analyze graphs and/or data sets.

- Organize data and display in frequency distribution and find percentile points and ranks for the distribution
- Graph data distributions using the correct format for graphs, to include: histograms, frequency polygons, box plots and scatter plots and draw appropriate inferences

Core Competency: Use and solve various kinds of equations.

- Compute mean, median, mode, and standard deviation
- Determine basic probabilities and probabilities associated with the standard normal curve
- Understand the binomial distribution and its properties
- Compute sampling distributions of sample means
- Compute the mean and standard deviation of sample means
- Calculate margin of error given sample size and sample size given margin of error
- Construct confidence intervals for population means and proportions
- Calculate test statistics

Core Competency: Understand and write mathematical explanations using appropriate definitions and symbols.

- Use Z-scores appropriately
- Construct probability distributions
- Write confidence intervals
- Understand the Central Limit Theorem and when to apply it
- Write null and alternate hypotheses
- Understand the concept of significance level and P values
- Apply the steps for inference/hypothesis testing
- Define parameters and statistic

Core Competency: Demonstrate problem solving skills within the context of mathematical applications.

- Determine appropriate methods to display data
- Compare measures using Z-scores
- Identify and analyze outliers
- Select appropriate sampling techniques
- Determine if random variables are continuous or discrete
- Choose and construct appropriate hypothesis tests for population means and proportions

Additional Course Instructional Objectives

Upon completion of this course, students will:

- Make connections among the algebraic, graphical, and numerical approaches to understanding quantitative data and evaluating numerical measures to describe the data.
- Use technology appropriately for understanding concepts and for solving problems that use statistical measures and probabilities.
- Improve their ability to communicate their understanding of quantitative material.
- Improve their ability to think quantitatively and become a critical consumer of statistical information by developing the ability to judge the reasonableness of claims about data using statistical methods

Assessments:

The following assessments will be used to determine if a student meets the core competency described above:

- Test/quiz questions
- Routine use of Classroom Assessment Technique (CAT): Student completes homework exercises from required etextbook material.
- Oral/Written presentation by student
- Research and presentation on a real-life problem analyzed/solved by using statistics

Example assessments accompany this syllabus and are:

- **Math1350 Examination**

This examination assesses student core competencies in using and solving various kinds of equations: computing the mean, percentiles, probabilities, and coefficient of variation.

- **Math1350 Black Bear Study**

This written presentation assesses student core competencies in constructing and analyzing graphs and/or data sets: constructing a histogram and normal probability plot; understanding and writing mathematical explanations using appropriate definitions and symbols; computing the mean, standard deviation, percentiles, determining probabilities associated with the normal curve, and applying the empirical rule; and, demonstrating problem solving skills within the context of mathematical applications: comparing measures and evaluating their meaning in the context of real world phenomenon.

Assessment/Evaluation and Grading Scale:

Quizzes/Assignments/Homework Assignments/Projects: Worth 100% of the grade.

Grades: A: 90%-100%, B: 80%-89%, C: 70%-79%, D: 60%-69%, F: below 60%

Course and WNMU Policies for Students

Program Fee:

Starting with the Fall 2017 semester a program fee of \$2 per credit hour, charged to your WNMU account, is used to support program initiatives in mathematics and computer science. These include tutoring services, supplies, and software to support program courses.

Course Fee:

The course fee is used to purchase an access code that is then provided to each student in the course. When purchasing in bulk, the Department of Mathematics and Computer Science can often receive a per item price that is cheaper than paying for individual codes; these savings are then passed on to the student.

Disability Support Services: Services for students with disabilities are provided through the Student Health Center's Disability Support Services Office located in the Juan Chacon Building, Room 221. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, and a quiet testing area. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services forms are available in the First Year Experience Office located in the Juan Chacon Building and in the Student Health Services Office in Muir Heights 111. The Disability Support Services Office serves as Western New Mexico University's liaison for students with disabilities. The Disability Support Services Office can be contacted by phone at (575) 538-6400 or e-mail at dss@wnmu.edu.

Communication Policy Statement regarding official email : WNMU's policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

Example: Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com

Martin would follow the direction provided at <http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm>

WNMU Policy on Email Passwords: WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include:

- Passwords shall contain at least six (6) characters.
- Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # \$ % & *).
- Passwords shall be changed at least every 90 days. (8/6/08)

Academic Integrity Policy and Procedures: Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of

unjustified or illegitimate evaluation or gain” (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions.

Penalties for infractions of academic integrity in this class are as follows:

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Faculty Handbook, 2008).

<Faculty inserts penalties>

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student’s knowledge” (WNMU Faculty Handbook, 2008).

<Faculty inserts penalties>

Class Procedures for Inclement Weather: (Clearly indicate how your students will be notified about course cancellations.)

Math 321 T1 (Class) Last name _____ First _____

1) Your data is in F13 to F269. What should you type in EXCEL for 89th percentile?

2) Find the average water temperature using the suggested mixtures in table below.

Exp.	Volume (Gal)	Temperature (Deg)	
1	2	35	
2	5	44	<input type="text"/>
3	9	90	
4	11	75	

3) Translate each sentence below into probabilistic language.

a) If it is cloudy (C) there is 75% chance that it will rain (R)

b) The rate of suicide (S) among War Veterans (WV) is 15%

c) 65% of those with Hepatitis C (HC), tested Positive for Aids (PA).

d) 32% of Science Majors (S), also major in mathematics (M).

e) The chance of getting into a car accident (A) is 45% If you happen to run a red light. (RL).

4) Write your Statistics **Instructors email** below.

5) This problem is about testing for a disease. Find the indicated probabilities (or percentages) indicated below. D= disease, and ND= No Disease.

	Positive	Negative	Total
D	0.85	0.05	0.9
ND	0.02	0.08	0.10
Total	0.87	0.13	1.00

a) What Percentage of those who tested positive did not have the disease?

b) What is the chance of false negative?

c) If someone tests positive, what is the chance they have the disease?

6) Find Adrian's midterm Score, and Grade The sub scores were

TH1 TH2 TC1

12 15 14

7) Find the coefficient of variation using table below

Mean	116
Standard Error	2.002843309
Median	101
Mode	89
Standard Deviation	44
Sample Variance	2001.679278
Kurtosis	4.399640229
Skewness	1.941893983
Range	296
Minimum	55
Maximum	351
Sum	58244
Sample Size	499

Math 321 Black Bear Data Study (100 Points)

Use the data in the file [BearData.txt](#) for this assignment. The videos **Summing It Up I & II** will hopefully aid you in this study. The transcript of my work in RStudio that appears in the videos **Summing It Up I & II** is located in the file [RStudioSumUp](#).



You are concerned with the variable **Neck.G**, which measures the Neck Girth of a black bear in the population studied in inches.

1. Make a probability plot of this variable (use `qqnorm()`). Notice that your plot is not too far from linear, i.e. the points seem to huddle around the line from lower left to upper right corner. So using the normal distribution is appropriate for this data set,
2. Compute the mean and standard deviation of the data set.
3. What is the average neck girth measurement?
4. Plot a histogram of the data set and add vertical lines at each of the mean, mean + s.d., mean – s.d., mean + 2*s.d., mean – 2*s.d.
5. Compute each of the quantities mean + s.d., mean – s.d., mean + 2*s.d., mean – 2*s.d. Explain what the empirical rule tells you about the meaning of each of them.
6. Compute the 10th, 50th and 90th percentiles. What meaning do they have?

7. Compute each of the following probabilities:
- Probability that a bear's neck girth is greater than 25 inches
 - Probability that a bear's neck girth is less than 15 inches
 - Probability that a bear's neck girth is between 18 and 29 inches.

Submit all graphs and responses to me in Canvas in a single word document. It will be most convenient to place your response to each question here after it and upload the edited file to me directly.



NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WESTERN NEW MEXICO UNIVERSITY
Department	MATHEMATICS AND COMPUTER SCIENCE
Course Number, Title, Credits	MATH 1510, CALCULUS I, (5 CREDITS)
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Tom Gruszka
Email and Phone Number of Contact Person	Thomas.Gruszka@wnmu.edu (575) 538-6788

Was this course previously part of the general education curriculum?

- Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

- Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

MATH 1510, Calculus I

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Limits
 - a. Use limit notation.
 - b. Compute limits or determine when a limit does not exist.
 - c. Use limits to decide if a function is continuous.
 - d. Use limits to decide if a function is differentiable.

- e. Use limits to determine asymptotes.
2. Use limits to determine asymptotes. Derivatives
 - a. Determine the derivative of a simple function, at a point as well as more generally, using the definition of the derivative.
 - b. Determine the derivatives of algebraic and transcendental functions using the General Power, Product, Quotient, Chain Rules, implicit differentiation and the linearity of the differential operator.
 - c. Describe the meaning of the derivative as a rate of change in a variety of contexts.
 - d. Use derivatives to sketch graphs of functions with details showing critical points and their natures, inflection points, noting monotonicity, and concavity, connecting these to features found algebraically, such as intercepts and asymptotes.
 - e. Compute local linear approximation.
 3. Integrals
 - a. Compute definite integrals using the limit definition and sigma notation.
 - b. Approximate definite integrals using finite sums.
 - c. Compute indefinite integrals by identifying them with antiderivatives.
 - d. Compute definite and indefinite integrals using substitution.
 - e. Describe the meaning of the integral in a variety of contexts.
 4. Applications of calculus
 - a. Solve optimization problems, related rate problems and motion problems involving position, velocity, speed and acceleration using differentiation and integration.
 - b. Compute area bounded by functions and vertical lines.
 - c. Be able to apply theorems of calculus such as the Fundamental Theorem, the Intermediate Value Theorem, the Mean Value Theorem, the Mean Value Theorem of Integration, and the Extreme Value Theorem.

Institution-specific Student Learning Outcomes

Upon completion of this course, students will:

- Make connections among the algebraic, graphical, and numerical approaches to understanding the derivative and the integral.
- Use technology appropriately for understanding concepts and for solving problems that use the derivative or the integral.
- Improve their ability to communicate their understanding of mathematical material.
- Improve their ability to think abstractly.
- Improve their ability to ask mathematical questions.
- Improve their ability to learn mathematics on their own.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

To demonstrate genre awareness, application, and versatility, students will write up a number of homework assignments. Each write-up includes a re-statement of the problem, along with any sub-parts. It includes explanations using complete sentences in which verbal work is combined with mathematical objects, formulas and procedures. All graphs and tables of values are introduced with short descriptions of what is being illustrated. Answers to any questions posed are included within complete sentences. At least one homework assignment will be a project in which each student (or small group of students) will need to present to the class. For an online class, students will need to produce a video of their presentation.

To demonstrate strategies for understanding and evaluating messages students will complete reading quizzes that relate to each major section of the course. The reading quizzes will require students to identify key terms and definitions and to identify key points made in the reading material and examples.

To evaluate the production of arguments students will be required to demonstrate how key theorems relate to basic principles of mathematics and how the structure of the mathematical content builds upon the new ideas that are developed in the course.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

To demonstrate the components of critical thinking, students will need to solve problems given in a contextual situation. Solving these problems will require that a student: (i) translate a question or task into a mathematical question or task; (ii) glean relevant information from the given description of the problem situation; (iii) make decisions as to which mathematical techniques are most applicable to solving the problem; (iv) verify that the solution makes sense in the problem situation and, if possible, verify any results using an alternative method; and (v) choose appropriate means to communicate the results and solution to the problem.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

To demonstrate the components of quantitative reasoning, students will need to provide evidence of their ability to understand the mathematical concepts of the course using the so-called “rule of four.” This ‘rule of four’ promotes the idea that students need to understand mathematical ideas numerically, graphically, algebraically and verbally. Students will need to provide this evidence as it applies to the two main topics in the course, differentiation and integration. In addition, students will provide evidence of their understanding of these key topics by applying their knowledge towards the solution of problems given within a contextual situation. Further, students will need to provide evidence of their ability to distinguish among nuances in the validity of statements related to the key topics in the course.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents (required).

Sample Course Syllabus Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU GE Assessment Plan](#)

This course meets institutional standards for general education.



11 / 6 / 2018

Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Calculus I
MATH 1510
Syllabus

Instructor: xxxxxxxxxxxx

Office Phone: xxxxxxxxxxxx

Math & CS Department Phone: 575-538-6788

Email Address: Use Canvas Inbox OR instructor.email@wnmu.edu

Student Consultation Hours: TBA, see Canvas Home page

Common Course Catalog Description: Introduces the intuitive, numerical and theoretical concepts of limits, continuity, differentiation and integration. Includes the study of extrema, curve sketching, and applications involving algebraic, exponential, logarithmic and trigonometric functions. Designed for mathematics, science and engineering majors.

Prerequisite: MATH 1220, College Algebra and MATH 1230, Trigonometry

Common Course Student Learning Outcomes:

1. Limits
 - a. Use limit notation.
 - b. Compute limits or determine when a limit does not exist.
 - c. Use limits to decide if a function is continuous.
 - d. Use limits to decide if a function is differentiable.

Calculus I
MATH 1510
Syllabus

e. Use limits to determine asymptotes.

2. Derivatives

- a. Determine the derivative of a simple function, at a point as well as more generally, using the definition of the derivative.
- b. Determine the derivatives of algebraic and transcendental functions using the General Power, Product, Quotient, Chain Rules, implicit differentiation and the linearity of the differential operator.
- c. Describe the meaning of the derivative as a rate of change in a variety of contexts.
- d. Use derivatives to sketch graphs of functions with details showing critical points and their natures, inflection points, noting monotonicity, and concavity, connecting these to features found algebraically, such as intercepts and asymptotes.
- e. Compute local linear approximation.

3. Integrals

- a. Compute definite integrals using the limit definition and sigma notation.
- b. Approximate definite integrals using finite sums.
- c. Compute indefinite integrals by identifying them with antiderivatives.
- d. Compute definite and indefinite integrals using substitution.
- e. Describe the meaning of the integral in a variety of contexts.

4. Applications of calculus

- a. Solve optimization problems, related rate problems and motion problems involving position, velocity, speed and acceleration using differentiation and integration.
- b. Compute area bounded by functions and vertical lines.
- c. Be able to apply theorems of calculus such as the Fundamental Theorem, the Intermediate Value Theorem, the Mean Value Theorem, the Mean Value Theorem of Integration, and the Extreme Value Theorem.

Calculus I
MATH 1510
Syllabus

Additional Course Instructional Objectives: Upon completion of this course, students will:

- Make connections among the algebraic, graphical, and numerical approaches to understanding the derivative and the integral.
- Use technology appropriately for understanding concepts and for solving problems that use the derivative or the integral.
- Improve their ability to communicate their understanding of mathematical material.
- Improve their ability to think abstractly.
- Improve their ability to ask mathematical questions.
- Improve their ability to learn mathematics on their own.

Topics Covered from the Textbook: From the required text (see below) chapters 1-6, plus or minus a few sections to include:

- Function review; Introduction to Scientific Notebook
- The idea of change, a first look at the derivative concept
- Looking at derivatives numerically, graphically and algebraically
- Rules for finding algebraic formulas for derivatives
- Applying derivatives to understanding functions and solving word problems

Calculus I
MATH 1510
Syllabus

- The idea of area, a first look at the definite integral
- Connecting the definite integral to antiderivatives

Required Textbook:

Calculus: Single and Multivariable, Enhanced eText, 7th Edition, by Deborah Hughes-Hallett, et. al.

Required Technology:

[Scientific Notebook v5.5](#) , Graphing Calculator, Excel. For a trial download of (or to purchase) Scientific Notebook see www.mackichan.com. (Be sure to use v5.5; a newer release, v6, is available, but it still has bugs that need to be corrected.)

Assessment/Evaluation and Grading Scale:

Quizzes/WileyPLUS Assignments/Homework Assignments/Projects: Worth 100% of the grade.

Grades: A: 90%-100%, B: 80%-89%, C: 70%-79%, D: 60%-69%, F: below 60%

Course and WNMU Policies for Students

Program Fee:

Starting with the Fall 2017 semester a program fee of \$2 per credit hour, charged to your WNMU account, is used to support program initiatives in

Calculus I
MATH 1510
Syllabus

mathematics and computer science. These include tutoring services, supplies, and software to support program courses.

Course Fee:

The course fee is used to purchase an access code that is then provided to each student in the course. When purchasing in bulk, the Department of Mathematics and Computer Science can often receive a per item price that is cheaper than paying for individual codes; these savings are then passed on to the student.

Attendance:

Attendance in an online class is evaluated by your attendance to the material. You will get out of the course what you put into the course. You will need to be a self-starter and control your own calendar in order to meet the deadlines for the course.

Canvas Down Time and Inclement Weather:

Due to the possibility of Canvas down time or lack of connection due to inclement weather, it is important that you not wait until the last minute to finish assignments, postings, or assessments.

Posting Assignments and Discussions:

Students are responsible for posting all discussions on the Discussion Board and all assignments to the Assignments posting area (unless otherwise specified by the instructor). If you are having difficulty with this, it is your responsibility to

Calculus I
MATH 1510
Syllabus

contact the instructor so that he can get you the assistance you need to learn how to do this.

Assignments and Due Dates: TBA; see Modules tab.

Informed Consent:

Some individuals may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what others have discussed in class.

Professionalism:

Students are learning professional skills and are expected to engage in class discussions, complete reading assignments, and meet deadlines as befits professional behavior.

Scholarly Writing:

Use clear college level writing with correct spelling and grammar for all assignments. If you need help with your writing, consult a **Smarthinking** writing tutor: <http://www.wnmu.edu/univ/smarthinkins.shtml>

Communications policy statement regarding official e-mail:

WNMU's policy requires that all official communication with the University, other than your in-class Canvas communications, be sent via Mustang Express. Emails sent to you by various University departments related to your registration, financial account balance, changes in schedule, etc., will be sent to your **wnmu.edu** email address. It is very important that you access your Mustang Express email periodically to check for correspondence from the University. If you receive most of your email at a different address, you can forward your

Calculus I
MATH 1510
Syllabus

messages from Mustang Express to your personal address. To forward your WNMU e-mail to a personal e-mail address:

1. Log in to **Mustang Express**.
2. From the **My E-mail Inbox** in the center of the screen, select the small **E-mail** hyperlink (beside the envelope icon).
3. Select **Options**.
4. Select **Settings**.
5. Below **Mail Forwarding** at the bottom of the screen, type in your personal e-mail address.
6. Select **Save Settings**.

WNMU policy on email passwords:

WNMU requires that passwords for access to all of protected software, programs, and applications be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity includes:

- Passwords shall contain at least six (6) characters
- Passwords shall contain at least one capital (upper case) letter, and at least one numeral.
- Passwords shall be changed at least every 90 days

Academic Integrity:

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include any

Calculus I
MATH 1510
Syllabus

behavior that misrepresents or falsifies a student's knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain.

Generally violations of academic integrity include plagiarism and cheating. Refer to the WNMU catalog for definitions.

Plagiarism: Intentional or unintentional representation of another's work as one's own without proper acknowledgement of the original author or creator of the work.

Cheating: Using or attempting to use unauthorized materials and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student's knowledge.

Penalties for infractions of academic integrity in this class are as follows: First offense will result in a zero for the assignment; second offense will result in a failing grade for the course.

Integrated Use of Technology:

You will be using Canvas to post discussions, post assignments, and take all quizzes and exams. You will need to learn how to attach documents if you don't already know how to do this.

Disability Support Services:

Services for students with disabilities are provided through WNMU's Disability Support Services office. Some examples of the assistance provided are audio

Calculus I
MATH 1510
Syllabus

materials for the blind or dyslexic, note takers, readers, audio recorders, and special tutors. In order to qualify for these services documentation must be provided by qualified professionals. Disability Support Services forms are available from the DS staff at 575.538.6014 or shc@wnmu.edu. The Disability Support Services office serves as Western New Mexico University's liaison for students with disabilities.

Need Help?

- Post your question to the Discussion Board in your online course.
- Send a question via Canvas email to your instructor.
- For **24/7 Canvas Help** call: **888.332.6994**
- Contact the WNMU Help Desk using the [On-line Help Request Form](#) or calling **575.574.4357**.
- Register for **IPS 010, Canvas Orientation**. This is a short, free, non-credit introduction to Canvas; no textbook is required. Once you complete the orientation activities, you can re-enter the course at any time during the semester to get additional help from the instructor as needed.
- Consult **Student Online Resources** at <http://learn.wnmu.edu/support/resstu.shtml> for an online readiness assessment, Technical Requirements, Canvas tutorials and Canvas Student Guide.

Calculus I
MATH 1510
Syllabus

Course Access:

Access to online course materials will be available to students between the start and end dates listed in the class schedule.

Copyright:

The materials found in this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained by students in any electronic form or further disseminated or distributed to anyone not enrolled in this course.

CODE OF CIVILITY

In order to promote a positive, professional atmosphere among students, faculty and staff, the following Code of Civility has been developed:

Respect: Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.

Kindness: A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.

Calculus I
MATH 1510
Syllabus

Truth: Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.

Responsibility: Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.

Cooperation: Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.

Acceptance: Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.

Professionalism: Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

[Western New Mexico University](#)

Sample Assessments

Attached are two sample assessments, one related to Modeling and Optimization, the other related to the slicing of a cone.

The Modeling and Optimization assessment relates to all three essential skills: Communication, Critical Thinking and Quantitative Reasoning. Not only do students need to glean relevant information from the given description of the problem situation and make decisions as to which mathematical techniques are most applicable to solving the problem (critical thinking), but they also need to provide a write-up in which explanations are given using complete sentence. The explanations need to integrate the written word with mathematical expressions (e.g., formulas) and mathematical objects (e.g., a table of values or a graph) (communication). This problem applies a key topic of the course, differentiation, to a contextual situation and results need to be expressed using various mathematical representations (quantitative reasoning)

The “slicing of the cone” problem relates to the other key topic of the course, integration, and it emphasizes the essential skills of critical thinking and quantitative reasoning. Students need to apply the concept of integration to a practical use, determining a formula for the volume of a cone (critical thinking). Through the process of completing this activity numerical, visual and algebraic connections are needed (quantitative reasoning).

Your Tasks

1. Complete and write up (see the checklist below) the following problem.

Building a Greenhouse

You wish to build a greenhouse by knocking out the bottom of the entire length of the south wall of your house, replacing the bottom portion of the wall with a huge sloped piece of glass (which is expensive). The triangular ends of the greenhouse will be made of various materials that are already lying around. The floor space in the greenhouse is only considered usable if a person can stand up in it, so part of it will be considered "unusable." Your task in this problem is to determine the dimensions of the greenhouse (i.e., the length, the width and the height) that will provide the most usable floor space.

You are to complete your task in two parts:

- a. Part 1:** Demonstrate how derivatives can be used to determine the dimensions by making the following assumptions:
- The length of the south wall of the house is 40 ft.
 - The width of the glass is 20 ft. (so the rectangular piece of glass is 40 ft. by 20 ft.; this also assumes that the house is tall enough to lean the piece of glass against it.).
 - The tallest person using the greenhouse is 6 ft. tall.

A diagram of the greenhouse corresponding to these assumptions is shown in the figure below. Solve the problem for the dimensions of the greenhouse (i.e., its height, width and length) that give the most usable space. Note that in this problem "usable" space is really "walkable" space or "stand-up" floor space. The remaining space in the greenhouse might actually be usable for smaller plants, but the tallest person will not be able to stand up in this other space. To solve this problem create a formula for S in terms of a single variable h to show how the amount of usable floor space (S) depends on the height of the glass along the south wall. To do so, it might be helpful to define additional variables so that connections can be made with the assumed given values. Once a formula for S is created in terms of h , demonstrate how to use the derivative to help solve the problem.

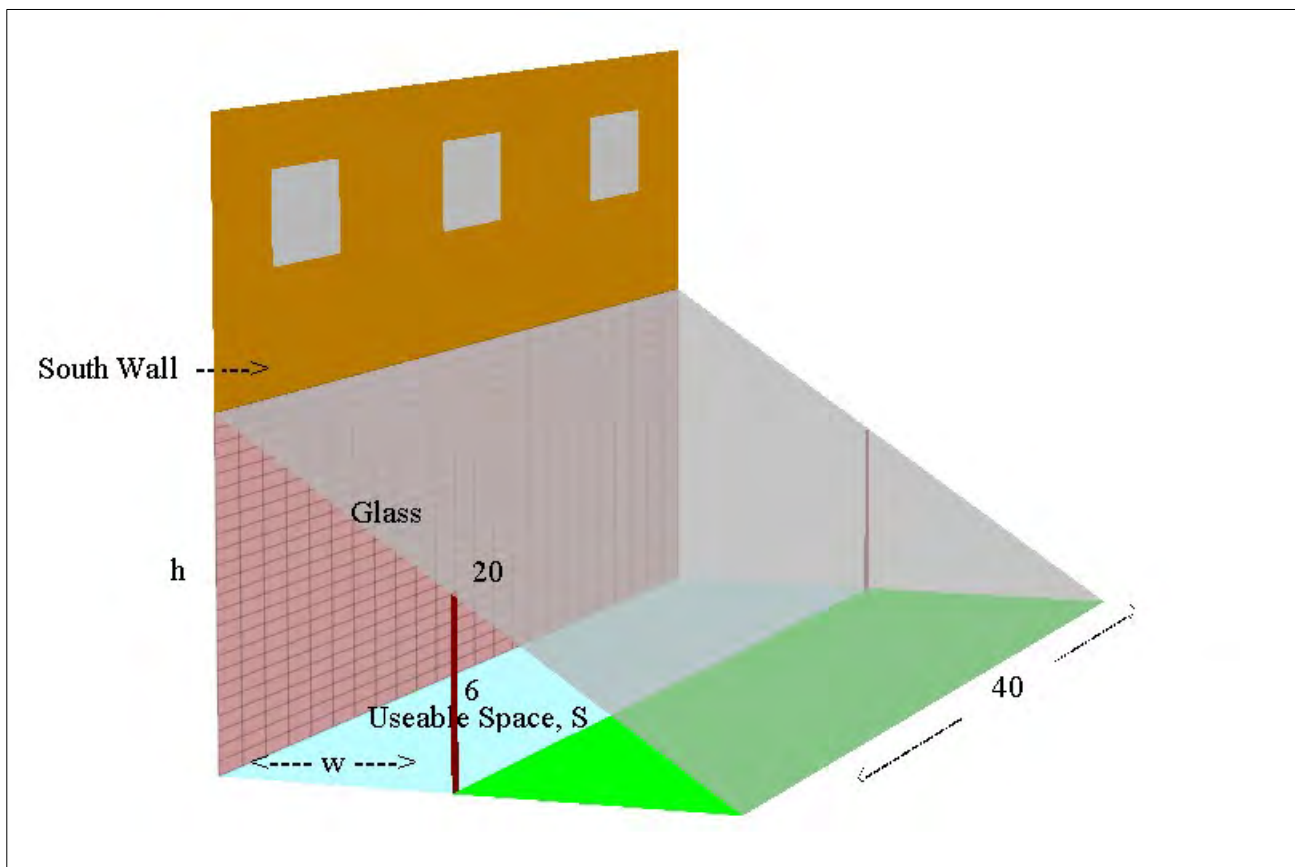
To create a formula for S in terms of h , you might wish to complete the following steps:

- Think of the side of the sloping glass as a line in a coordinate system that would form a triangle of height h , a hypotenuse of length 20, and a base of length b . Using the Pythagorean Theorem, $h^2 + b^2 = 20^2$. Solve this equation for b in terms of h .
- Explain why the equation of the line that models the sloping glass, thinking of the y-intercept as the point $(0, h)$ and the x-intercept as the point $(b, 0)$, can be shown to be $y = -\frac{h}{b}x + h$.
- Let w represent the width of the stand-up floor space. The value of w will represent how far the tallest person can walk into the greenhouse (from the main section of the house) until he or she would bump their head on the sloping glass. Using your equation of the line (from task ii), demonstrate that a formula for w that would correspond to the height of 6 can be shown to be $w = \frac{h-6}{h} b$.
- Substitute your equation for b (from task i) to obtain an equation for w in terms of h .
- Using your formula for w , create a formula that would correspond to S , the area of the

rectangular stand-up floor space. Write your formula for S in terms of the single

variable, h .

You can now use your formula for S in terms of h along with the appropriate derivatives to determine the value of h that provides the maximum value of S . Also, be sure to verify your result using a graph of S versus h . Then determine the dimensions of the greenhouse (i.e., the length, the width and the height).



- b. Part 2:** Demonstrate how derivatives can be used to determine the dimensions of the greenhouse that maximizes the usable space by re-solving the problem in terms of the parameters L , G , and P where:
- The length of the south wall of the house is L ft.
 - The width of the glass is G ft. (so the rectangular piece of glass is L ft. by G ft.; this also assumes that the house is tall enough to lean the piece of glass against it.).
 - The tallest person using the greenhouse is P ft. tall.

The dimensions given in your answer for this part will be formulas that depend on the parameters. Use your set-up and process from Part 1 to guide you through Part 2 replacing the numbers used in Part 1 with the corresponding parameters.

Checklist

Use the following checklist to verify that your write-up is organized and explained well.

- The write-up includes your name.**
The write-up includes a problem statement (including any diagrams, if needed) along with any subparts.
The write-up includes explanations (using complete sentences) that combine verbal work with mathematical objects and procedures.

The write-up includes an introduction to any graphs or table of values, describing the content of what is being illustrated.

Where appropriate, the write-up demonstrates a verification for any results.

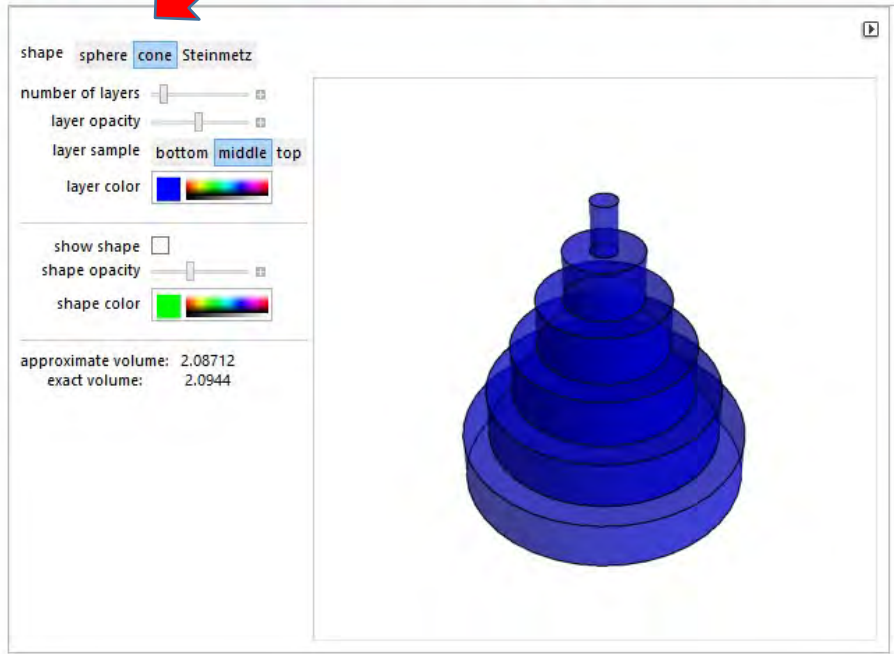
The write-up includes answers to any questions posed, written within a complete sentence (stating measurement units, where appropriate).

Prior to submission of the write-up or prior to creating the pdf file, a spell check has been performed and a print preview has been completed to ensure that all graphs or tables of values fit within the margins of a standard page.

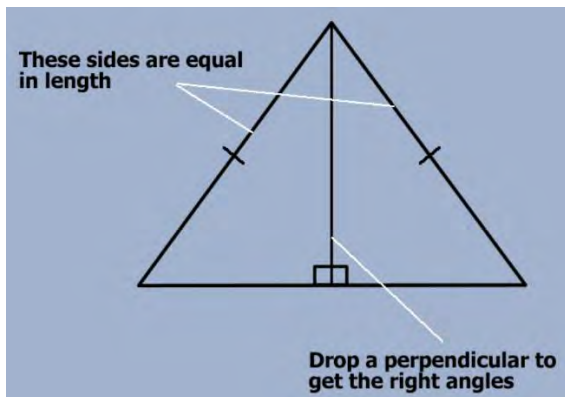
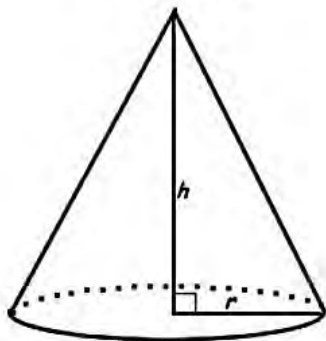
Goal: Compute the volume of a cone by slicing it into regions as in:

<http://demonstrations.wolfram.com/ApproximatingVolumesBySummation/>

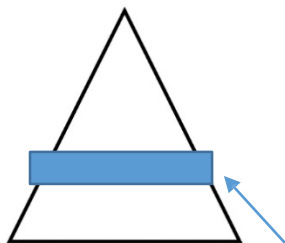
Approximating Volumes by Summation



Cone



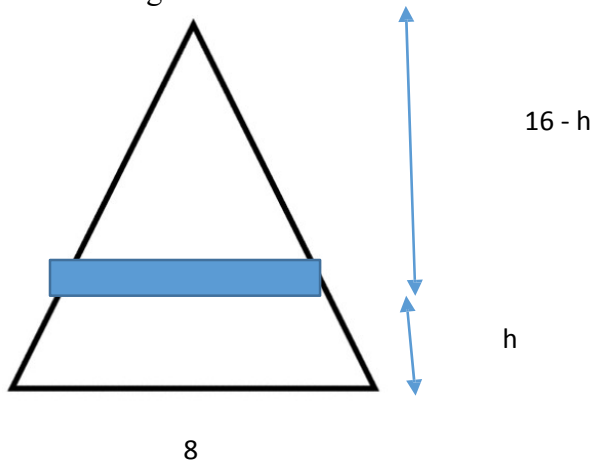
Step 1. Use horizontal slices to calculate the area of an isosceles triangle with base 8mm and height 16mm:



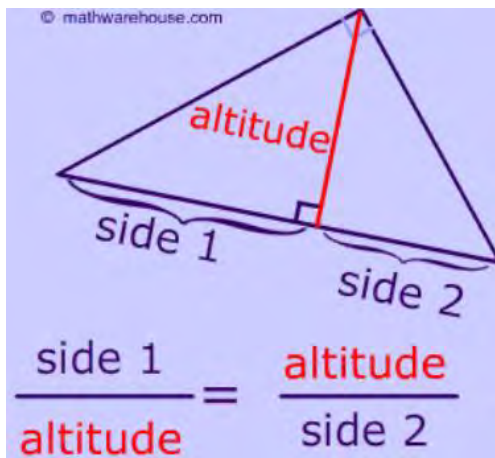
Rectangular strip has height Δy and width w

Area of rectangular strip = _____

You will notice there are too many variables. You must figure out how to write w in terms of h to finish the integral:



Hint: There are similar triangles in your picture above.



Area of the triangle is _____

Scientific Notebook gives the number _____.

Step 2. Use horizontal slices to find the volume of the cone with $r = 4\text{mm}$ and $h = 16\text{mm}$. The formula for volume in the book is $\frac{1}{3}\pi r^2 h$. Does it match your answer?

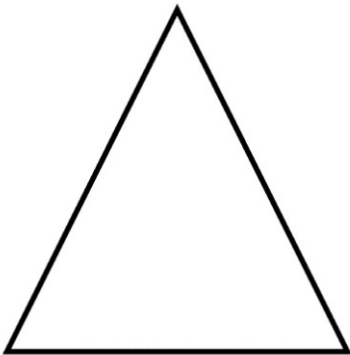
3



*Typical
Cylindrical
Slice*

Volume of a slice = _____

You probably have too many variables. Use h only. Remember from Step 1:



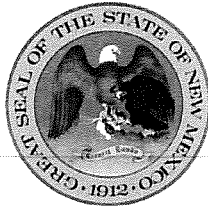
Volume of Cone is _____.

Scientific Notebook says answer is

. Does your answer match the book's formula for volume?

General Education Area III: Science

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution Central New Mexico Community College
Department Natural Science
Course Number, Title, Credits NTSC 1010, Physical Science for Teachers, 4
Co-requisite Course Number and Title, if any
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person Heather Aydelott, faculty
Email and Phone Number of Contact Person haydelott@cnm.edu, 505-224-4000 x. 50093

Was this course previously part of the general education curriculum?

X Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics X Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication X Critical Thinking Information & Digital Literacy
X Quantitative Reasoning X Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

NTSC 1110 Physical Science for Teachers

List all learning outcomes that are shared between course sections at your institution.

- 1. Contrast physical and chemical reactions.
 - a. Explain chemical bonds.
 - b. Explain atoms and their relationships to elements.
- 2. Examine the three types of plate boundaries.
 - a. Explain plate tectonics.
 - b. Restate theory of continental drift.
- 3. Differentiate formation of sedimentary, igneous, and metamorphic rocks.

- a. Explain the rock cycle.
 - b. Discuss history of the earth in relation to greenhouse and icehouse cycles.
 - c. Contrast principles of relative, radiometric, and paleomagnetic dating of rocks.
4. Determine a mineral's physical properties.
 - a. Define mineral.
 - b. List physical properties of minerals and how they relate to elements.
 5. Examine Newton's laws of motion.
 - a. Discuss Newton's three laws of motion.
 - b. Discuss Newton's law of universal gravitation.
 6. Examine origin of the universe.
 - a. Discuss big bang theory.
 - b. Explain theory of the cosmological constant.
 7. Contrast planets and stars.
 - a. Define differences among planets.
 - b. Define differences among stars.
 8. Examine origin of the sun and moon.
 - a. Explain the influence of the sun and moon on fluid movements, including weather phenomena on earth.
 - b. Contrast lunar and solar eclipses.
 - c. Differentiate between the sun and moon.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the first essential skill. 250 – 500 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students problem set in this course by answer an additional question in their Speed Lab (see attached “Speed Challenge” assessment): why do they think it is valuable to be able to solve for speed, distance, and time? What is the importance of being able to compute these answers and when do they think they might use this information in everyday life?

Students acquire evidence when they use the Gravity Lab (see the attached assessments) to collect quantitative data they then use to solve several word problems. Students gather evidence, through data acquisition, while demonstrating awareness of the process because there is a question in the lab about whether or not their results are accurate and why or why not: What might have caused their data to be off in the acquisition process?

Students evaluate evidence when they analyze a current event article of their choice on a physical science topic and then writing an analysis. Students read an article paying particular attention to the author’s voice: Is the author stating only fact or inserting her or his opinion? Students also have to analyze the validity of the data in this assignment as well, but students are able to evaluate credible and non-credible sources as well analyze personal and author bias.

To assess reasoning and reaching a conclusion, instructors will again use the Gravity Lab. Students are required to drop four objects from a certain height and collect data on how long it takes each object to hit the ground. They must also hypothesize about which object they think will be the fastest and which might be the slowest. After collecting the data, students must review their findings and look for any errors in their data acquisition process that might account for any divergences in their data gathering. They must then decide if their hypotheses were supported and if their conclusions are derived from their findings.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

To develop communication/representation of quantitative information, the students will define components of algebraic equations in a lab that measures speed while doing various activities, i.e. walking regular, hopping, speed walking, and walking backwards. From the data collected, they must use the equation $\text{Speed} = \text{Distance} / \text{Time}$ ($S = D / T$) and define the meaning of each of these letters. They must also insert their data into this equation and answer different word problems associated with their data.

Students will analyze quantitative arguments by analyzing a current event article of their choice on a physical science topic and then write a response. Students will read the article focusing on the author’s voice: Is the author stating only fact or inserting her or his opinion? What data is the author using to make their arguments? Was the data collected from a representative sample? Are the conclusions the author is drawing from the data valid? The students must answer these questions in their article analysis.

For the application of quantitative models, the students will measure and quantify using the Speed Lab. There are six word problems the students must complete using the data collected during the lab. These are contextual problems and the students must identify what the problem is asking, and through the computations of the problem, the students will describe how they are classifying the data needed to address the problem. For example, the students must use unit conversions in order to get the correct answer

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Assessing sustainability and the natural and human world is based upon a discussion assignment. Students read and evaluate data collated by the National Oceanic and Atmospheric Administration about the frequency and intensity of hurricanes in the Atlantic over the last one hundred years. From this information, students must answer question about if the data supports the existing theory that human activity creates an increase in intensity and frequency of hurricanes in the Atlantic Ocean. Students also must respond to at least two of their classmates' posts in order to further the discussion. In a face to face environment, the discussion prompt is still used. The class is divided into groups with a list of three questions. As a group, students document their answers to the questions, which are handed in, and then discussed collectively.

To assess civic discourse, civic knowledge and engagement (local and global), students are evaluated through the use of a discussion post on human evolution. The students will debate if humans are the "best-evolved" species or if humans evolved. However, to participate in this class discussion and respond to at least two of their classmates' posts, they must demonstrate civic discourse and civic knowledge by acknowledging different ideas and perspectives. In a face to face environment, the discussion prompt is still used. The class is divided into groups with a list of three questions. As a group, students document their answers to the questions, which are handed in, and then discussed collectively.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment (Must be on file with HED by August 1, 2019)

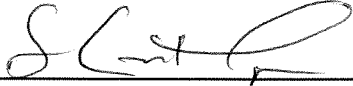
Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/genedassessmentplan>

G. Relationship between Institutional Assessment Plan and this Course

CNM's Student Academic Assessment Committee (SAAC) requires annual reporting for all general education content areas. Each of the essential skills associated with a content area must be assessed at least twice during a six-year cycle, and at least one essential skill must be assessed each year. In accordance with this policy, the assessment will

rotate through the three essential skills associated with NTSC 1110 with one of these essential skills being assessed each year. In addition, SAAC's policy states that departments and faculty content experts should determine the mechanism by which assessment takes place as well as the actual assessment. Accordingly, while sample assessments have been provided with this certification document, the actual assessments will be developed by a committee of natural science faculty.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/01/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Speed Challenge

Name _____

Get Ready!

Step 1: Gather your materials!

Each team needs 2 timers, 1 meterstick, 1 roll of masking tape, and 1 marker.

Step 2: Create your "race" track!

Find a spot in the hallway and measure off a 10 meter race track. Use three pieces of tape to mark the beginning, middle, and end of your track. Mark each distance (0 m, 5 m, and 10 m) on the tape with a marker.

Step 3: Go for it!

Each team member will need to perform the following tasks for each distance: hopping, walking backwards, walking (regular rate), and speed walking. Your team will need people with timers or stopwatches at the 5 meter and 10 meter points. Record the time it takes to perform each task.



NOTE: Speed walking is going as fast as you can without jogging or running!

Collect That Data!

Record your data from the experiment in the chart, then use the information to calculate the speed for each task and distance. Round answers to the nearest hundredth if needed. Label your answers!

Task	Distance	Time	Speed
Hopping	5 m		
	10 m		
Walking Backwards	5 m		
	10 m		
Walking Regular	5 m		
	10 m		
Speed Walking	5 m		
	10 m		

Think About It!

1. Which task and distance resulted in the fastest speed?

Task = _____ Distance = _____ Speed = _____

2. Which task and distance resulted in the slowest speed?

Task = _____ Distance = _____ Speed = _____

3. How far could you speed walk in 10 minutes based on your speed for the 10 meter trial? Show your work!

4. How long would it take you to hop 30 meters based on your speed for the 5 meter trial? Show your work!

5. How far could you travel walking backwards in 15 minutes based on your results for the 5 meter trial? Show your work!

6. How long would it take you to walk (regular rate) 1 kilometer (or 1,000 m) based on your speed for the 10 meter trial? Show your work!

7. Are your results accurate? Why or why not?

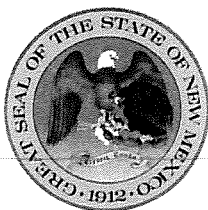
8. Why is it valuable to solve for speed, distance, and time?

9. What is the importance of being able to compute these and when might you use this information in your everyday life?

Speed Challenge Answer Key

1. Which task and distance resulted in the fastest speed? **Answers will vary**
2. Which task and distance resulted in the slowest speed? **Answers will vary**
3. How far could you speed walk in 10 minutes based on your speed for the 10 meter trial? Show your work!
Answers will vary. Students should use their results to calculate a distance using the formula $S=D\div T$. The speed would be equal to the speed from the speed walking 10 meter trial and time should be 10 minutes. Students will need to multiply the speed by the time to find the distance.
4. How long would it take you to hop 30 meters based on your speed for the 5 meter trial? Show your work!
Answers will vary. Students should use their results to calculate a distance using the formula $S=D\div T$. The speed would be equal to the speed from the hopping 5 meter trial and distance should be 30 meters. Students will need to divide the distance by the speed to find the time.
5. How far could you travel walking backwards in 15 minutes based on your results for the 5 meter trial? Show your work!
Answers will vary. Students should use their results to calculate a distance using the formula $S=D\div T$. The speed would be equal to the speed from the walking backwards 5 meter trial and time should be 15 minutes. Students will need to multiply the speed by the time to find the distance.
6. How long would it take you to walk (regular rate) 1 kilometer (or 1,000 m) based on your speed for the 10 meter trial? Show your work!
Answers will vary. Students should use their results to calculate a distance using the formula $S=D\div T$. The speed would be equal to the speed from the walking 10 meter trial and distance should be 1000 meters. Students will need to divide the distance by the speed to find the time.
7. Are your results accurate? Why or why not?
Answers will vary.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	Central New Mexico Community College
Department	Natural Sciences
Course Number, Title, Credits	NTSC 1120 Life Science for Teachers
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Heather Aydelott, Department Chair
Email and Phone Number of Contact Person	haydelott@cnm.edu

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

1. State cell theory.
 - a. Differentiate between prokaryotic and eukaryotic cells.
 - b. Discuss cell function and structure.
2. Demonstrate understanding of Mendelian genetics and inheritable traits.
 - a. Define genetic crosses.
 - b. Explain DNA transfer.
3. Explain cellular respiration and photosynthesis.
 - a. Locate sites of cellular respiration.

- b. Distinguish cellular use of energy resources.
- c. Associate photosynthesis and cellular respiration with energy utilization.
- 4. Distinguish the evolutionary process and adaptation outcomes.
 - a. Review evolutionary theory.
 - b. List evidence of evolution.
- 5. Determine the reasons for classification.
 - a. List taxonomic features.
 - b. Differentiate biodiversity of all living things.
 - c. Discuss basics of classification system.
- 6. Examine human systems.
 - a. List human systems.
 - b. Define components and functions of systems.
 - c. Associate human life with functioning systems.
- 7. Compare global biomes.
 - a. List diverse systems.
 - b. Differentiate components within these systems.
 - c. Contrast regional systems.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the first essential skill. 250 – 500 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

For evidence acquisition, students will use the Toothpick Fish genetics lab, with which they use random access to investigate the effects of random distribution of alleles in a population and the impact of dominant and recessive expression of those alleles. In addition, students will evaluate evidence when they collect data in the Toothpick Fish genetics lab to determine impacts of an environmental disaster on allele distribution in the experimental population. Using the Toothpick Fish lab, students will reason about if this type of genetic bottle neck can/does occur in existing animal populations and conclude why. Reasoning and conclusions will also be assessed through the use of lab exercises relating to cell types, examining mitotic cells in onion roots, comparing monocot and dicot seed germination and structure, and growing protozoan cultures in a hay infusion lab.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Representation of quantitative information will be assessed using the quantitative evaluation of cells undergoing mitotic division in one a lab (see attached Observing Mitosis Lab). In this lab, the students identify cells in different stages of mitotic division in an onion root tip and compare those specific numbers to the total number of cells in the sample viewed. They then must communicate that ratio in their lab write up.

Analysis of quantitative arguments will be addressed in an evaluation of a current science event article that the students must evaluate in a 2-page summary and analysis. This is accomplished by addressing 4 questions in relation to the author's stance: Is the author stating evidence base information or opinion? What data is the author using to make arguments? Is that data from a large enough sample to warrant the conclusions stated? Are the conclusions disseminated by the author valid based on the data?

Application of Quantitative Models will be assessed using an online game that tracks evolution of butterfly populations with students as the predators. They must then use the data acquired to answer questions regarding the resultant evolutionary pressure and impacts on the population.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

The ethical reasoning component skill is addressed holistically by not using preserved animals and specifically with a discussion of the use of animal experimentation in research. Not using dissections in the labs is discussed in small group break out sessions in class for the hybrid courses and as a discussion board in the DL class. A second discussion of the use of animal experimentation for human benefit is done online for DL, Hybrid and F2F classes. Collaboration skills are assessed in the lab components by pairing students to complete lab assignments. In the DL version, collaboration skill is addressed using a group format in which students can work together on a group presentation of one of the component labs. All discussions are assessed using a rubric that measures the components of personal and social responsibility.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

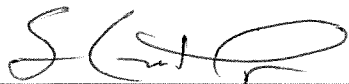
F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/genedassessmentplan>

G. Relationship between Institutional Assessment Plan and this Course

CNM's Student Academic Assessment Committee (SAAC) requires annual reporting for all general education content areas. Each of the essential skills associated with a content area must be assessed at least twice during a six-year cycle, and at least one essential skill must be assessed each year. In accordance with this policy, the assessment will rotate through the three essential skills associated with NTSC 1120 with one of these essential skills being assessed each year. In addition, SAAC's policy states that departments and faculty content experts should determine the mechanism by which assessment takes place as well as the actual assessment. Accordingly, while sample assessments have been provided with this certification document, the actual assessments will be developed by a committee of Natural Science faculty.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/01/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Instructions for the Current events Review

In order to introduce you to the concept of analysis of a quantitative argument you will be asked to do a review of a current event or news story that is about Biology. This is accomplished by addressing the following questions in relation to the authors 'voice'.

You will need to write a 2 page, double-spaced, 12 point font, reflection of the article that you choose to review.

Your paper should have:

1. An overview of the topic.
2. A link to the story you are evaluating.
3. Your reasons for selecting the article.
4. How could this information be used in an educational setting?

Address the following questions regarding the authors 'voice' in the article:

5. Is the author stating evidence based information or an opinion?
6. What data is the author using to make their arguments?
7. Is that data from a large enough sample to warrant the conclusions stated?
8. Are the conclusions disseminated by the author valid based on the data?

You must provide a copy of the article you choose or link to the online resource. This will be graded not only for content, but for grammar as well. Please be sure to proofread and Spell Check your work.

Name _____

OBSERVING MITOSIS LAB

Background:

In a growing plant root, the cells at the tip of the root are constantly dividing to allow the root to grow. Because each cell divides independently of the others, a root tip contains cells at different stages of the cell cycle. This makes a root tip an excellent tissue to study the stages of cell division.

Materials:

microscope prepared slides of onion (allium) root tips

Procedure:

1. Get one microscope for your lab group and carry it to your lab desk with two hands. Make sure that the low power objective is in position and that the diaphragm is open to the widest setting.

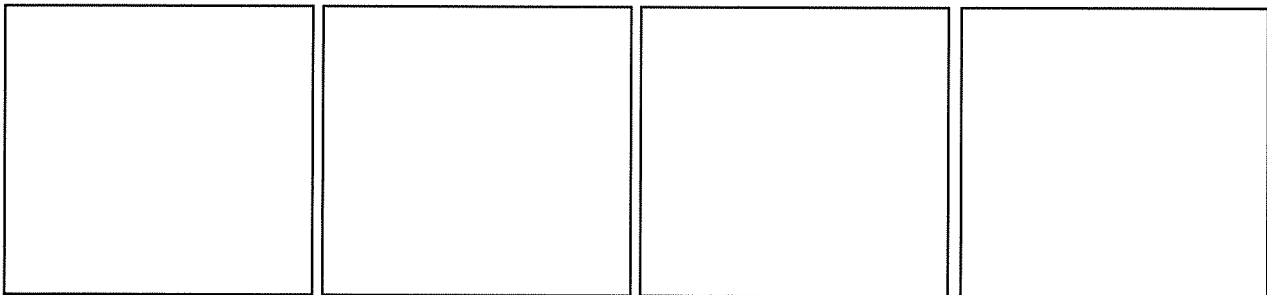
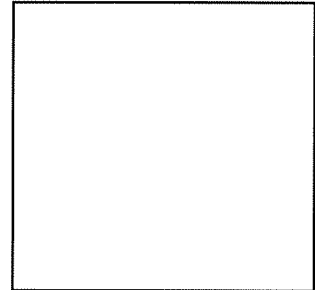
2. Obtain a prepared slide of an onion root tip (there will be three root tips on a slide). Hold the slide up to the light to see the pointed ends of the root sections. This is the root tip where the cells were actively dividing. (The root tips were freshly sliced into thin sections, then preserved when the slide was prepared.)

3. Place the slide on the microscope stage with the root tips pointing away from you. Using the low-power objective to find a root tip, and focus it with the coarse adjust until it is clearly visible. Just above the root "cap" is a region that contains many new small cells. The larger cells of this region were in the process of dividing when the slide was made. These are the cells that you will be observing. Center the image, then switch to high power.

4. Observe the box-like cells that are arranged in rows. The chromosomes of the cells have been stained to make them easily visible. Select one cell whose chromosomes are clearly visible. (If you need to change the focus when using high power, remember to only use the fine adjust!)





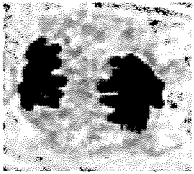
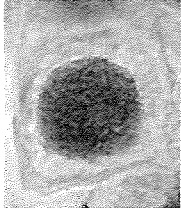
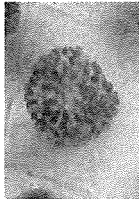



5. Sketch the cell that you selected in the box on the right.

6. Look around at the cells again. Select four other cells whose internal appearances are **different** from each other and the first one that you sketched. Sketch them in the boxes below.



7. As you look at the cells of the root tip, you may notice that some cells seem to be empty inside (there is no dark nucleus or visible chromosomes). This is because these cells are three dimensional, but we are looking at just thin slices of them. (If you slice a hard boiled egg at random, would you definitely see the yolk in your slice? No.) We want to continue to look at the cells, but we will ignore any where we cannot see the genetic material (dark areas).

8. Looking along the rows of cells, identify what stage each cell is in. Use the photos below as guide.

Interphase	Prophase	Metaphase	Anaphase	Telophase
				
				
(dark mass)	(chromosomes visible but not organized)	(chromosomes lining up along equator)	(pulling apart)	(two nuclei)

9. Use the data table to record the number of cells that you see in each of the stages. The easiest way to do this is for one person to look through the microscope, going along each row of cells. For each cell, say out loud what stage the cell appears to be in. Another student can make tally marks for each stage.

Stage of Cell Cycle	Number of cells in the Stage:
Interphase	
Prophase	
Metaphase	
Anaphase	
Telophase	

Analysis & Conclusions:

1. What stage were the majority of the cells in?

2. What percentage of the cells were in each stage?

Interphase

Prophase

Metaphase

Anaphase

Telophase

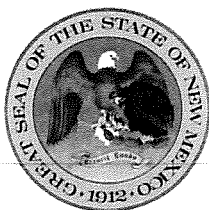
3. What evidence shows that mitosis is a continuous process, not a series of separate events?

4. The onion plant began as a single cell. That cell had **X** number of chromosomes. (The exact number does not matter, we will just call that number "X".) How many chromosomes are in each of the cells that you observed? (Give the answer in terms of X.) How do you know?

5. If this onion would reproduce sexually, it would need to produce sperm and/or eggs by the process of meiosis. After meiosis, how many chromosomes would be in each sex cell (in terms of X)?

6. If this onion would complete the process of sexual reproduction (fertilizing an egg cell), how many chromosomes would be in the zygotes that are produced (in terms of X)?

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: Central New Mexico Community College
Department: Natural Science
Course Number, Title, Credits: NTSC 2110, Environmental Science for Teachers, 4
Co-requisite Course Number and Title, if any:
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person: Heather Aydelott, faculty
Email and Phone Number of Contact Person: haydelott@cnm.edu, 505-224-4000 x. 50093

Was this course previously part of the general education curriculum?

X Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

- Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

NS 2010 Learning Outcomes

- Examine major water issues.
 - Identify specific types of water pollutants.
 - Discuss water cycle.
 - Contrast different methods of water conservation.
- Determine the relationships between components of an ecosystem.
 - Identify components to an ecosystem.

- b. Discuss possible disturbances and their causes in an ecosystem.
 - c. Review the meaning of j-curves and s-curves in animal populations.
3. Analyze problems in food supply issues.
- a. Explain the green revolution.
 - b. Identify food supply issues and their underlying causes.
 - c. Discuss issues of pesticides and herbicides in the environment.
 - d. Identify problems in modern day agriculture.
 - e. Contrast productive and unproductive soils.
4. Examine differences in human population between the developing versus the developed world.
- a. List underlying factors that influence family size.
 - b. Identify possible solutions to growing populations.
 - c. Discuss ecological footprint in the developing versus the developed world.
 - d. Contrast solutions to ecosystem degradation and human consumption.
5. Contrast solutions to urban sprawl.
- a. Identify origins of urban sprawl.
 - b. Define sustainability.
 - c. Discuss the five principles of sustainability.
 - d. Distinguish between Neolithic, industrial, and environmental revolutions.
 - e. Identify environmental impacts of urban sprawl.
6. Contrast global solutions to the energy crisis.
- a. Cite differences between renewable and non-renewable energy sources.
 - b. Identify origins of fossil fuels.
 - c. Discuss human interest in fossil fuels from a historical perspective.
 - d. Identify origins of renewable energy sources.
 - e. Discuss human interest in renewable energy.
7. Examine different solutions for addressing the global decline in biodiversity.
- a. Define biodiversity.
 - b. Differentiate between instrumental value and intrinsic value of species.
 - c. Identify reasons for decline in biodiversity.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the first essential skill. 250 – 500 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

For the component skill problem setting, students will be assessed by analyzing a case study (see attached 2210 assessments). Students must state the problem being discussed and then provide perspectives and views about the problem. The students must answer questions about the case study problem and possible solutions to the problem presented: Is the problem really an issue and if so, is there a viable solution? Are there other problems that might be alleviated with the same solution? Are there any other possible solutions?

Evidence acquisition will be assessed using an energy lab to collect quantitative data. Gathering evidence, through data acquisition, will demonstrate awareness because the lab asks if about results are accurate: what might have caused students' data to be erroneous in the acquisition process?

Evidence evaluation will be assessed through students, paying particular attention to the author's stance, analyzing an article on an environmental science topic: Is the author stating only fact or inserting opinion? Is the data valid? Students will differentiate between credible and non-credible sources as well as analyze author bias?

Reasoning and reaching will be assessed using a wolf reintroduction research lab, in which students gather data about wolf recovery and reintroduction projects around the country. The data students gather addresses if wolves should exist with or without human interference. After the students collect their data, they must research and differentiate weak and strong arguments for both sides, using their research and data to assess the probability that their conclusions are valid.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Students will analyze an Environmental NGO's cost effectiveness and then create a presentation about the organization they choose to demonstrate communication/representation of quantitative information. The students will translate mathematical graphics and symbols into oral and/or written language. The students will research the NGO's financial information and then explain why or why not this NGO is cost effective.

Students will analyze a current event article on a physical science topic paying particular attention to the author's stance: Is the author stating only fact or inserting opinion? What data is the author using to make an argument? Was the data collected from a representative sample? Are the conclusions the author is drawing from the data valid? Students will answer these questions a written response.

Application of quantitative models will be assessed in a lab about wolf reintroduction through a data collection "game." Students will use the data to answer several questions about the wolf reintroduction process with or without human interference based upon the data students collect.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Sustainability and the natural and human worlds the students will be assessed in a semester project/presentation (see attached assessments). For this project the students will need to choose an environmental non-government organization that they research to determine what the organization does, how it accomplishes its objectives, what populations it affects, where it works, its efficacy of current campaigns, its financial effectiveness and its past successes. Students formulate activities and follow up assignments in order to help support the mission of the environmental organization.

Civic discourse and civic knowledge and engagement-local and global the students will be using class discussions. Students first watch a film about the NGO Heifer International, a film about a woman's collective in Nepal raising goats. Students address questions about the efficacy of such a program: why it is successful? why it might be successful in the U.S.? What might hinder the success of such a program in the U.S.? The students create a discussion and respond to at least two of their classmates' post and explain their answers and positions. In a face to face environment, the discussion is used by dividing the class into groups with a list of three questions. They must, as a group, document their answers to the questions, which are handed in, then collectively discussed.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

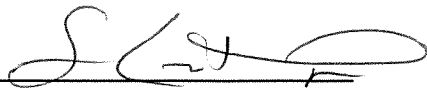
F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/genedassessmentplan>

G. Relationship between Institutional Assessment Plan and this Course

CNM's Student Academic Assessment Committee (SAAC) requires annual reporting for all general education content areas. Each of the essential skills associated with a content area must be assessed at least twice during a six-year cycle, and at least one essential skill must be assessed each year. In accordance with this policy, the assessment will rotate through the three essential skills associated with NTSC 2210 with one of these essential skills being assessed each year. In addition, SAAC's policy states that departments and faculty content experts should determine the mechanism by which assessment takes place as well as the actual assessment. Accordingly, while sample assessments have been provided with this certification document, the actual assessments will be developed by a committee of Natural Science faculty.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/01/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

New Mexico General Education Curriculum Course Certification Instructions

A. Institution and Course Information

Fill in the table provided with institutional and course information. Include the name, title, and contact information for a faculty member who will be available to respond to questions about the course and provide supplemental material.

B. Content Area and Essential Skills

The defining characteristic of a New Mexico general education course is its focus on essential skills. Three essential skills are associated with each of six content areas, as shown in the table below. Faculty teaching courses within any given content area must work to instill the three related essential skills in their students while also addressing content and skills associated with the particular course.

Each of the essential skills listed in the table below is linked to a general education essential skills rubric on the New Mexico Higher Education Department Website.

ALIGNMENT OF ESSENTIAL SKILLS TO CONTENT AREAS WITHIN THE NEW MEXICO GENERAL EDUCATION CURRICULUM	
General Education Content Area	Skills associated with the content area
Communications	<u>Communication</u> <u>Critical Thinking</u> <u>Information & Digital Literacy</u>
Mathematics	<u>Communication</u> <u>Critical Thinking</u> <u>Quantitative Reasoning</u>
Science	<u>Critical Thinking</u> <u>Personal & Social Responsibility</u> <u>Quantitative Reasoning</u>
Social & Behavioral Sciences	<u>Communication</u> <u>Critical Thinking</u> <u>Personal & Social Responsibility</u>
Humanities	<u>Critical Thinking</u> <u>Information & Digital Literacy</u> <u>Personal & Social Responsibility</u>
Creative and Fine Arts	<u>Communication</u> <u>Critical Thinking</u> <u>Personal & Social Responsibility</u>

On the certification form, check the box of the content area to which the course will be added. Then check the boxes next to the three essential skills associated with that content area.

***Note:** If proposing a course that does not fall within a single General Education content area (as part of your institution's flexible nine), including interdisciplinary courses, select any three of the five essential skills from the table above for association with course learning outcomes.*

C. Learning Outcomes

List all shared learning outcomes for the course. Shared learning outcomes are those that are common to all sections offered at the institution regardless of instructor and may include outcomes that are not related to essential skills. In Section D, you will be asked to demonstrate how learning outcomes from the shared outcomes list address the essential skills associated with the selected content area.

Note: Shared learning outcomes should be provided to all course instructors for inclusion in their course syllabi.

D. Narrative

In the boxes provided, write a short (less than 500 words) narrative explaining how the course weaves the essential skills associated with the content area throughout the course. Please refer to the general education essential skills rubric on the New Mexico Higher Education Department Website when completing the narrative portion of the form.

E. Supporting Documents

Attach a sample syllabus for this course. The syllabus should include a complete schedule of class meetings, topics to be covered during the class meeting, required reading for each class, a schedule of assignments and exams, general education learning outcomes, other course learning outcomes, and all other elements required by your institution for syllabi.

Attach a sample assessment. The assessment should illustrate how the essential skills are assessed within the context of the content area.

F & G. Assessment Narrative

Provide a link to a description of your institutional plan for assessment of general education learning outcomes. Describe the relationship between this course and your institution's general education assessment plan.

Note: A copy of your institution's general education assessment plan and how this course fits into that plan should be provided to all instructors for the course.

Gravity Lab: Which object will fall the fastest?

Materials: stop watch, four different objects, paper and pencil.

Directions:

Choose four different objects. Find a higher place of which to drop off the objects. You can stand on a chair, however, the experiment works best if it is at least ten feet off the ground.

You will need at least two people to conduct the experiment. One person to drop the objects and one to use the stopwatch and record the data, so recruit your kids or some friends!

Before you do the experiment answer these questions for your hypothesis:

1. Which object do you think is going to hit the ground the fastest? Why?
2. Which object do you think will be the slowest? Why?

Once you have answered these questions drop each object three times and record the time it takes to hit the ground. Record your data in the following table. Name your objects in the left hand column and then fill in the times for each trial next to it.

After you have completed all three trials, answer the following questions.

1. Which object hit the ground the fastest?
2. Which object was the slowest?

3. Was our hypothesis supported? Why or why not?
 4. Are your results accurate? Why or why not?
 5. What could account for any differences in the trial times?
-

Instructions for the Current events Review

Throughout the semester, you will need to choose two newspaper or magazine articles. The articles must be on Biology topics, please check with me before you write your analysis if you are unsure whether or not your articles fall in this subject heading.

You will need to write a four-paragraph, double-spaced, 12-point font, reflection of the article that you choose to review.

Your paper should have:

1. an overview of the topic,
2. your reasons for selecting the article,
3. your opinion of the information presented (does it seem realistic? is it just fantasy on the part of the author? Is it a biased hatchet job by a disgruntled employee?) and
4. how could this information be used in an educational setting.

You must provide a copy of the article you choose or link to the online resource. This will be graded not only for content, but for grammar as well. Please be sure to proofread and spellcheck your work.

You will need to choose one newspaper or magazine article. The article must be about a physical science topic, i.e. chemistry, physics, geology, astronomy. You will need to write a four paragraph, 12 font, double-spaced reflection of the piece. The paper should have an overview of the topic, your reasons for selecting the piece, personal interest, etc, your opinion of the information presented, i.e. reading the article carefully for bias from the author and critically evaluating the voice of the author, is the author stating only fact or inserting his or her opinion, is this a credible or non-credible source and why, and the specific utilization of the information in an educational setting. How would you teach this current event information to your class? Be specific. Include ideas for activities you might have your students do in class to further their understanding of the information presented in the article. You must provide a link to the article you choose. There is a rubric attached. This is 30 points and will be graded not only on content, but grammar as well so please be sure to proofread your work.

Butterfly Capture Game

You will need to go to the website - http://heliconius.org/evolving_butterflies/ in order to play the Evolving Butterflies Game. Play the game at least 5 times to get the hang of it. Click the Learn More button to help answer the questions.

Answer these questions:

1. Were you able to capture butterflies? How long did you survive?

2. What happened to the butterfly wing patterns if your hunting success increased?

3. What would explain the change in wing patterns?

4. Why do more of the non-toxic butterflies mimic the toxic butterfly wing patterns?
(explain the mechanism for this change in the population)

5. Are the individual butterflies able to change their patterns or is this a population wide change based on survival?

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Biology
Course Number, Title, Credits	Biology 110, Biological Perspectives plus Lab, 4 credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Sarra Hinshaw, Visiting Assistant Professor
Email and Phone Number of Contact Person	sehinshaw@nmhu.edu , 505-426-2067

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

1110 General Biology and General Biology Lab

List all learning outcomes that are shared between course sections at your institution.

1. Explain the value of the scientific method as a means for understanding the natural world and for formulating testable predictions. 2. Explain how chemical and physical principles apply to biological processes at the cellular level. 3. Understand basic concepts of cell biology. 4. Understand that all organisms share properties of life as a consequence of their common ancestry. 5. Understand fundamental processes of molecular biology. 6. Understand the mechanisms of evolution, including natural selection, genetic drift, mutations, random mating, and gene flow. 7. Understand the criteria

for species status and the mechanisms by which new species arise. 8. Understand methods for inferring phylogenetic relationships and the basis for biological classification. 9. Recognize the value of biological diversity (e.g., bacteria, unicellular eukaryotes, fungi, plants, and animals), conservation of species, and the complexity of ecosystems. 10. Explain the importance of the scientific method for addressing important contemporary biological issues. 1. Employ critical thinking skills to judge the validity of information from a scientific perspective. 2. Apply the scientific method to formulate questions and develop testable hypotheses. 3. Analyze information/data and draw conclusions. 4. Operate laboratory equipment correctly and safely to collect relevant and quality data. 5. Utilize mathematical techniques to evaluate and solve scientific problems. 6. Recognize biodiversity in different ecological habitats and communities of organisms. 7. Communicate effectively about scientific ideas and topics.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

N/A

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

To develop critical thinking skills in this course, students engage in activities that challenge them to gather observations, implement the scientific method, deliberate about evidence and data meaning, and synthesize conclusions. One lab activity is a two-week study of local biodiversity where students observe habitat, collect data using their identified variables, analyze and evaluate their data, and determine the data trends and conclusions that can be reached given their observations. Students reason about their experiment through the process of writing a scientific lab report.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

The communication of quantitative data will be taught by presenting and discussing data from the literature. Students will then present graphical data from the literature to one another. They will be assessed by their presentation of data in lab reports and in group presentations. Students will learn how to analyze quantitative arguments by reading a scientific paper and critiquing it to peers. Students will be assessed in their ability to analyze quantitative arguments by an exam showing hypothetical data and asking questions about it. Students will learn to apply quantitative models by experiments conducted in the lab. The assessment of this skill will come from their written lab reports in which they should analyze and interpret results and use a quantitative argument to support their conclusions.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students gain skills in personal and social responsibility in this course through case studies and lab projects carried out in a collaborative learning environment. Students discuss the impacts of climate change and focus on sustainability

and conservation in the local community. Students will assess their own daily nutrition intake and challenges will be set through <https://www.choosemyplate.gov/tools-supertracker>. Many group projects will be undertaken through the semester and students will receive assessment for their contribution to the group's project.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

N/A

E. Supporting Documents

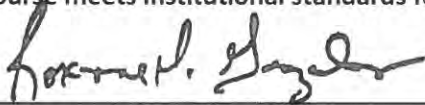
Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment (Must be on file with HED by August 1, 2019)

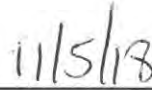
Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wpcontent/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

G. Relationship between Institutional Assessment Plan and this Course

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Biology
Course Number, Title, Credits	Biol 211, General Biology I, lecture and lab (4)
Co-requisite Course Number and Title, if any	Eligible for ENGL 111 and have an ACT Math score >16
Is this application for your system (ENMU, NMSU, & UNM)?	n/a
Name and Title of Contact Person	Sarah Corey-Rivas, Associate Professor Biology
Email and Phone Number of Contact Person	sjcorey@nmhu.edu 505-454-3301

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

Common course Biol 2620 Ecology & Evolution

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Students who successfully complete this course will be able to: 1. recognize the major drivers of evolution 2.

recognize the major ecological patterns in nature 3. apply the scientific process to simple ecological and evolutionary problems 4. make informed predictions on how organisms respond (in both evolutionary and ecological time frames) to environmental conditions (abiotic forces) and to species interactions (biotic forces).

Institution-specific Student Learning Outcomes

5. Discuss the limitations and potentials of science in social issues.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

To develop critical thinking skills in this course, students engage in activities that challenge them to gather observations, implement the scientific method, deliberate about evidence and data meaning, and synthesize conclusions. One lab activity is a two-week study of local biodiversity where students observe habitat and design and experiment, collect data using their identified variables, analyze and evaluate their data, and determine the data trends and conclusions that can be reached given their observations. Students reason about their experiment through the process of writing a formal scientific report.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Quantitative reasoning skills are developed and assessed in this course through lab activities requiring experimental design, data collection, analysis, and written reporting of results for four major lab reports. One lab project is a multi-week experiment requiring deep thinking and extended quantitative analysis and reasoning of data outcomes and overall meaning. Students apply mathematical models in problem sets and experimental data relating to, for example, population growth and alpha diversity (e.g. Shannon Diversity Index). Students acquire skills in Excel data analysis and presentation of graphs and figures to communicate their data in reports and an oral presentation.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students gain skills in personal and social responsibility in this course through case studies and lab projects carried out in a collaborative learning environment. With case studies, students discuss ethical challenges of environmental refugees created through climate change processes, tradeoffs of values assigned to biodiversity, ecosystem services, and humanitarian needs of human populations in the United States and globally. Labs include local trips to National Wildlife Refuge(s) or other local ecological restoration sites where students engage in service learning and work in groups on a specific project for the community partner thereby strengthening collaboration, teamwork, and civic engagement.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and*

Research as Inquiry

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

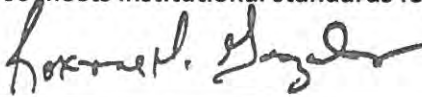
E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

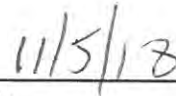
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Biology Department Response to Biol 211 Re-certification

11/1/18, Sarah Corey-Rivas

1. Your request that we align our NMHU Biol 211 with “BIOL 2610 Principles of Biology - Biodiversity, Ecology, and Evolution” is incorrect, and had been corrected at HED, but this change was not listed under the **Discipline-specific Common Course Numbering Documents (Biology)**. It is, however, correctly listed as **CCN 2620 “Ecology & Evolution”** under the crosswalk excel file, [NM Common Course Numbering Matrix](#) (updated 9/26/2018). Here is a screenshot of our Biol 211 course listed as equivalent to Ecology & Evolution CCN 2620 (as indicated on our recertification form) from this crosswalk matrix:

1	A	B	C	D	E	F	G	H	P	Q	R	S	T	AH	AI	AJ
	Approve	Subject	Count	Prefix	Number	Suff	Course		LCC	MCC	NMHU	NMJC	NMMI	UNMLA	UNMT	UNMV
459	2/18	Biology	2	BIOL	2310	C	Microbiology Lecture & Lab									
460	2/18	Biology	1	BIOL	2320		Public Health Microbiology									
461	2/18	Biology	5	BIOL	2410		Principles of Biology: Genetics									
462	2/18	Biology	5	BIOL	2410	L	Principles of Biology: Genetics Laboratory							BIOL 202L	BIOL 202L	BIOL 202L
463	2/18	Biology	2	BIOL	2410	C	Principles of Biology: Genetics Lecture &									
464	8/31	Biology	3	BIOL	2505		Pathophysiology		BIO 244							
465	2/18	Biology	3	BIOL	2510		Pathophysiology I		AH 244							
466	8/31	Biology	3	BIOL	2511		Pathophysiology I								BIOL 299	
467	8/31	Biology	1	BIOL	2512		Pathophysiology II									
468	2/18	Biology	2	BIOL	2520		Pathophysiology II									
469	2/18	Biology	11	BIOL	2610		Principles of Biology: Biodiversity, Ecology,		BIO 110							
470	2/18	Biology	11	BIOL	2610	L	Principles of Biology: Biodiversity, Ecology,		BIO 110L							
471	2/18	Biology	1	BIOL	2610	C	Principles of Biology: Biodiversity, Ecology,									
472	2/18	Biology	3	BIOL	2620		Ecology & Evolution				BIOL 211			BIOL 203	BIOL 203	
473	2/18	Biology	3	BIOL	2620	L	Ecology & Evolution Lab				BIOL 211L			BIOL 203L	BIOL 203L	
474	8/31	Biology	2	BIOL	2625		Introduction to Ecology									
475	8/31	Biology	1	BIOL	2626	C	Ecology of the Southwest Uplands Lecture &									
476	8/31	Biology	1	BIOL	2627		Environmental Conservation									
477	8/31	Biology	1	BIOL	2628	C	Ecology of Big Bend Lec & Lab									
478	2/18	Biology	3	BIOL	2630		General Botany		BIO 127							
479	2/18	Biology	3	BIOL	2630	L	General Botany Lab		BIO 127L							
480	8/31	Biology	3	BIOL	2630	C	General Botany Lecture & Lab									

2. NMHU Biol 211 is aligned with, “Ecology & Evolution” CCN 2620, and therefore the presented HED SLOs are correctly indicated on our recertification form verbatim from the CCN documentation. We will therefore keep the SLOs on this form as they were.

I have added the common course number, 2620, to the recertification form as requested.

I have also added the link to our NMHU Gen Ed assessment plan, as requested.

From: Transfer, Articulation, NMHED [mailto:Articulation.Transf@state.nm.us]
Sent: Thursday, November 01, 2018 10:17 AM
To: Corey-Rivas, Sarah J <sjcorey@nmhu.edu>; Rivas, Jesus A <rivas@nmhu.edu>
Subject: RE: NMHED Invitation to Serve on the Biology CCNS

NMHU’s Biol 211 has been moved to BIOL 2620. You can find the most up-to-date numbers in the matrix, which is published on the same page as the discipline specific documents. We are working on updating and replacing the discipline specific docs but it has been a slower process than we anticipated. I apologize for the confusion.

Kind regards,

Bridgette

phone: 505-231-6754

Bridgette.Noonen@state.nm.us

Sample Assessment – BIOL 211

Biodiversity Lab Report Guidelines Biology 211

This sample assignment assesses the NMHED Essential Skills of Quantitative Reasoning and Critical Thinking.

Complete a lab report for your biodiversity experiment conducted over the past two weeks. This report should review your designed experiment, data analysis, and results comparing biodiversity indices from two or more habitats in the local Las Vegas area.

Your lab report, worth 50 points, is to be typed in Word using 12-point font and single spacing with 1" margins on the page. You will submit the file to the Brightspace dropbox. You can submit the report late for partial credit (25% off penalty) up to one week after the deadline.

Be sure that your report is written in your own words. Group work is good for lab, but stops when you are writing. We use a plagiarism checker in dropbox that will notify us if any text is copied from another student or copied word-for-word from a book or the internet. Copying will result in a zero for the assignment, and a warning that the second time may result in failing the course.

Please use 'active voice' in your writing: *I counted plants in the quadrat at 10 sampling locations.* Rather than passive voice: *Plants were counted in quadrats at 10 locations.*

Sections of the lab report –use these headings:

Title

Author's name

Introduction

Hypothesis and Prediction Methods

Results

Discussion References

Author's Name (2 pts):

Title (2 pts): Use a descriptive title that is specific.

Example: Comparing Plant Biodiversity between two habitats on the Gallinas River

Introduction (8 pts, 1-2 pages single spaced)

General overview of the subject: Provide an overview of the major concepts that are related to your report. This section should include citations pointing out where you got the information. Any information you present that is not your own knowledge needs citation.

Example: Biodiversity is the study of species richness, often within and among particular habitats and ecosystems (Kearns, 2010). One method of measuring biodiversity is to conduct surveys using quadrats to count plant species along a transect (Lanza, 2006). This surveying method results in....

Specific details about the topic: Now be more specific providing details relevant to the study area and questions you will answer in your study.

Example: Areas of riparian habitat along river banks harbor unique plant communities that are important to other species (citation). Some common riparian plants include cottonwood, willow, (citation).

Hypothesis and prediction (4 pts): State your hypothesis and the prediction.

Methods (6 pts, ~1/2 - 1 page): write out your methods for your study using paragraph form. Your methods should read as narrative story with enough detail that someone could follow and re-create your experiment. For equipment or supplies, write out in sentences, not lists.

Example: We measured plant biodiversity in two habitats, riparian river bank, and a upland walkway area about 10 m from the river bank. To do this, we surveyed plant morphospecies along a 100 m transect in each habitat. We placed a quadrat sampler on the ground every 10 m on the transect and counted morphospecies in the quadrat. Next, we...

Results (12 pts, 1-2 pages): What results did you gather? Use paragraphs to describe the results and any trends. Include figures or tables and refer to them in your text. DO NOT try to interpret what your results mean - that goes later in the discussion. Table legends go above tables. Figure legends go below figures.

Example: We found a total of 30 morphospecies of plants in our two habitat surveys. In the riparian river bank, there were 12 morphospecies (Table 1) and in the upland walkway area there were 18 species (Table 2). The Shannon-Wiener Biodiversity index, H' , was 0.76 in the river bank habitat and $H'=0.86$ in the walkway habitat (Figure 1)....

Figures and Tables: Provide figures and tables with detailed legends that stand along, that is, they can be understood independently of the report paragraphs. Refer to your tables and figures in your text to incorporate them into your results narrative.

Discussion (10 pts, 1 page): What do your results mean? In the discussion, interpret your results and answer why you might be seeing the trends you see in your data. What evidence in your data supports your ideas here? How do your results and interpretation relate to the scientific knowledge already discovered? Compare your results to broader knowledge in this field. Can you suggest future research questions based on what you discovered in this study? Did you have any limitations with your data?

Example: Our results indicate that biodiversity of plant species is greater along riparian river banks compared to upland habitat used for walkways. However, we noticed that many 'weedy' species of plants were common along the walkway, making us question whether this was a truly valuable for conserving biodiversity. Our data show the dominance of weedy species because our H' values were much lower than H_{max} , indicating that species evenness was not high along the walkway. A previous study also demonstrated that plant diversity decreases along human altered habitats (Hobbs and Huenneke, 1992). A future study might investigate....

References (4 pts, 2-3 references): write out your citation sources using APA format, and list alphabetically by first author's last name. You can find guidelines for in-text citation and reference formatting at:

<https://owl.english.purdue.edu/owl/resource/560/1/>

Example:

Hobbs, R. J., and Huenneke, L. F. (1992). Disturbance, Diversity, and Invasion: Implications for Conservation. *Conservation Biology* 6 (3):324-227.

Kearns, C. (2010) Conservation of Biodiversity. *Nature Education Knowledge* 3(10):7.

Lanza, J. (2006). *Measuring Biodiversity in New Designs for Bio-Explorations*. (2nd Edition). Pearson Education: San Francisco.

Grammar and Spelling (2 pts): Please use the review tools in Word to check your grammar and spelling for mistakes. Your writing should be clear enough that I can understand your meaning.

Name: _____

Essential Skills: Critical Thinking

How Big is Your Ecological Footprint?

- Go to <http://www.myfootprint.org/> and take the quiz – this will ask you simple questions about your lifestyle, and calculate for you how much land is actually required to sustain your lifestyle.
- Answer the following questions:
 - How much area of land and ocean is required to support your consumption of food, goods, services, housing, and energy? Total: _____ global acres (ga)
 - Carbon: _____ ga
 - Food: _____ ga
 - Housing: _____ ga
 - Goods and Services: _____ ga
 - Which kind of consumption is taking up the most “area” for you?
- Compare your footprint to the country averages by calculating the percent similarity:
Example: my *carbon* footprint is 44, the national average is 91, so that is $44/91$ which is 48%.
 - Carbon footprint percent similarity to national average: _____
 - Food footprint percent similarity to national average: _____
 - Housing footprint percent similarity to national average: _____
 - Goods and Services footprint percent similarity to national average: _____
 - Total footprint percent similarity to national average: _____
- The global average ecological footprint is 58 global acres. How does your footprint compare to this?
- If everyone on the planet lived just like the average American, we would need 6.6 earths to support everyone.
 - How many earths would it take if everyone lived just like you? _____
 - How similar is your number of earths to the average American (percent) _____
- Now proceed by clicking on the orange “reduce your footprint” button to get more ideas of how to address your specific footprint issues you wrote down for your answer to question 2b:
 - How can you reduce that consumption? Suggest two ways that you could change your habits to make more room in the world for others.
 - Reflection: On the back write 3-4 sentences reflecting on what you have learned about how your lifestyle relates to the world population and our shared resources. What is most interesting to you about this project? What do you think is most challenging about your ecological footprint?

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Biology
Course Number, Title, Credits	Biology 131, Human Biology plus Lab, 4 credits
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Jessica Snow, Assistant Professor
Email and Phone Number of Contact Person	jbsnow@nmhu.edu , 505-426-2118

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

BIOL 1140- Biology for Health Sciences – 100 level

List all learning outcomes that are shared between course sections at your institution.

1. Explain the central ideas and process of biology, including the organization of life, evolution, selection and adaptation, and application of the scientific method.
2. Explain the role of science and critical thinking in society.
3. Apply basic chemistry to the biology of cells.
4. Describe the structures and functions associated with eukaryotic cells and compare/contrast to prokaryotic cells.
5. Describe the components and mechanisms of cellular metabolism.

6. Describe the DNA structure and replication, including mutation and DNA repair.
7. Explain the central dogma of genetic flow; explain gene expression and how it's regulated
8. Explain the relationships between sexual reproduction, genetic diversity and inheritance
9. Describe and contrast the processes of mitosis and meiosis.
10. Describe patterns of inheritance and human genetic disorders.
11. Explain homeostasis and identify major tissues, organs and organ systems and their function.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

N/A

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Problem setting will be addressed by learning the scientific method. Students will be assessed by their lab reports formulating an experiment to be conducted. Evidence acquisition will be assessed through the development of an annotated bibliography in lab reports. Many techniques will allow acquisition of data. This skill will then be assessed in lab reports. Evidence evaluation will be taught through case studies in the biomedical literature. Pseudoscience and science will be laid out side by side and students will be assessed on how well they can distinguish between the two in an exam. Reasoning/conclusion will be taught weekly through the discussion and interpretation of data in the lab sessions. Conclusions will be assessed through lab assignments and four formal lab reports.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

The communication of quantitative data will be taught by presenting and discussing data from the literature. Students will then present graphical data from the literature to one another. They will be assessed by their presentation of data in lab reports and in group presentations. Students will learn how to analyze quantitative arguments by reading a scientific paper and critiquing it to peers. Students will be assessed in their ability to analyze quantitative arguments by an exam showing hypothetical data and asking questions about it. Students will learn to apply quantitative models by experiments conducted in the lab. The assessment of this skill will come from their written lab reports in which they should analyze and interpret results and use a quantitative argument to support their conclusions.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

This course will examine awareness of the cultural impacts on learning biology. This will be assessed through an online discussion of diverse cultural relationships with science, heritage and religious upbringing. Sustainability will be addressed by discussing gene therapy and its ethical implications. This will be assessed via a written assignment. Ethical reasoning will then be assessed via a class debate. Many group projects will be undertaken through the semester and students will receive assessment for their contribution to the group's project. Students will engage in civic discourse related to the debate on climate change among US citizens. Students will write a paper critically inquiring into the reasons contributing to this disagreement.

Information & Digital Literacy. Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry

N/A

E. Supporting Documents

Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

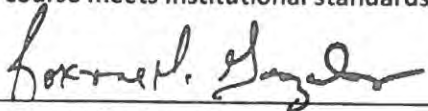
F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

G. Relationship between Institutional Assessment Plan and this Course

Assessment data for this course will be submitted at the end of each semester, based on the appropriate assessment measures for each of the 3 essential skills.

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Heart Rate Lab Report Prompt

This lab report assesses the NMHED Essential Skill of Quantitative Reasoning.

Following your experiment with heart rate and exercise, write a report detailing how you applied the scientific method. Your report should include the following sections: introduction, materials and methods, results, discussion, references.

All data should be presented graphically and analyzed /interpreted. Please refer to attached rubric for grading criteria.

Lab Report Grading Rubric

General Notes:

- Citations should be included in the introduction and discussion.
- Your methods must include a clear description of the experimental design, including any variables in the study (independent, dependent, and controlled), hypotheses, study questions, and metrics used to measure dependent variables.
- Use at least 3 references besides the lab manual for your report (Wikipedia is not a primary reference, but may help you find good references).

Criteria	Level 4 8 points	Level 3 6 points	Level 2 4 points	Level 1 2 points	Missing 0 points
Title				Title is descriptive	No title
Author				Author's name Given	No name give, or incomplete
Introduction	Well stated, specific information regarding the study at hand, with citation	Some specific information regarding the study at hand, citations are not specific to the type of study performed.	Gives very little information	Give too much or inappropriate information	No introduction
Intro: Hypothesis/Prediction			Hypothesis and Prediction are stated in introduction	Hypothesis or prediction is stated, but not both, or not fully developed	No hypothesis and prediction
Methods		Easy to follow steps	Most of the	Not	No methods

		that are logical and adequately detailed, written in paragraph style. Experimental design clear.	steps understandable; some confusing and lack detail. Or not written in paragraph form.	sequential, most steps missing or are confusing.	
Results: Table/graph		Table(s) and/or graph(s) complete with title and labeled axis, table or graph is referred to in the results text.	Accurate but not completely or correctly labeled or minor inaccuracies, not referred to correctly in text	Major inaccuracies or missing tables/ graphs, reference in text to tables/graphs missing.	no data given
Results		Trends in data accurately described with no conclusions drawn. Written in paragraph form.	Accurate mention of some trends but incomplete. In paragraph form.	Inaccurate description of trends; results too brief; not in paragraph form.	no results
Discussion Interpretation		Specifically interprets results, cites supporting evidence, includes weaknesses and/or suggestions for further experiments.	Provides some interpretation of results but does not address major overarching concepts connecting results to larger lesson.	Simply re-states results. Doesn't specifically provide interpretation of results, little supporting evidence, weak suggestions for study design.	No discussion
Discussion Science Context			Compares findings of this study to the broader context of this field of science. Describes significance of the study and what knowledge is gained to add to what is already known.	Compares findings of this study to the broader context of this field of science. Connections between this study and other studies is vague.	Does not compare results with any other study or the general field of science to which it belongs.

Sample Assessment, Biology 131

Grammar and Spelling				Grammar and spelling are correct or mostly correct.	Spelling and/or grammar errors interfere with understanding the report
References			Three or more references used besides the lab manual, appropriate to the study, correctly formatted.	1-2 references used, may not be totally appropriate to the type of study or incorrectly formatted.	No references
Overall Score	Grade A work 44 or more	Grade B work 39 or more	Grade C work 34 or more	Grade D work 29 or more	Grade F 0 or more

General Education : Area IV Social & Behavioral Sciences

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: New Mexico Highlands University
Department: Sociology, Anthropology, and Criminal Justice
Course Number, Title, Credits: ANTH 102, Introduction to Sociocultural Anthropology, 3
Co-requisite Course Number and Title, if any:
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person: Dr. Orit Tamir, Professor of Anthropology
Email and Phone Number of Contact Person: otamir@nmhu.edu (505) 454-3147

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ANTH 1140 Introduction to Cultural Anthropology

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Introduce students to the basic concepts and research methods of cultural anthropology as one of the disciplines of social science, including fundamental concepts, such as culture and society, which form the pillars of the discipline (e.g., cultural relativism, cultural persistence and change, world-view and enculturation). 2. Comprehend the importance of studying cultural anthropology.

3. Demonstrate knowledge of the practice of anthropological research in the modern world that is increasingly multicultural, transnational and globally interconnected (e.g., globalization and modern world system). 4. Demonstrate an awareness of how students' own cultures shape their experiences and the way they see the world, as well as help them understand and interact with other cultures. 5. Understand how beliefs, values and assumptions are influenced by culture, biology, history, economic, and social structures. 6. Gain a sense of relationship with people possessing different experiences from their own. 7. Gain a deeper understanding and appreciation for cultural anthropology as a broad discipline through learning about its practices, and differentiating cultural anthropology from other disciplines that study people. 8. Become more sensitive and engaged global citizens from culturally relative perspectives.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will develop communication skills through class discussions and writing short essays on social and cultural aspects of societies around the world. Reading assignments, class discussions, and essays will serve as vehicles for assessing students' comprehension of cultural issues from social organization and subsistence economy, through language and communication and culture and the environmental, to beliefs and practices and globalization to name a few. The readings, class discussions, and essays will help students to prepare for upper division courses at NMHU, as well as for future integration in a work place by providing understanding and appreciation of sociocultural diversity and "otherness." Students will learn communication skills by writing essays and/or giving oral presentations discussing social aspects of culture. From these reading discussions and short essays, students will be assessed with respect to understanding main ideas and various aspects of culture (e.g., methods, kinship, social organization, subsistence systems, beliefs and practices, sex and gender, globalizations). These activities will help students prepare for more advanced course. These activities will also prepare students with an introduction into the inner working of cultural systems and worldviews different than their own. Understanding how to effectively understand, communicate, and appreciate cultural otherness will be center to effective communication. Students will be expected to communicate effectively using various genres and means of communications (oral, written, digital) as appropriate vehicles to address their arguments and counter arguments.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will demonstrate analytical skills by being able to explain during class discussions and in short exam essays the rationale behind ethical dilemmas, strength and weakness of basic theoretical orientations, and various forms of social organization, economic systems, marriage patterns, and other forms of 'otherness.' Students will develop an ability to state the problem/s and/or question/s they discussed in class or in their reading assignments. Students will also be taught how collect data and other forms of evidence from a variety of sources to address a problem or a question pertinent to the subject they study in class, and describe the appropriate sources of their data/information. Lastly, students will be encouraged to address the strengths and weaknesses of each theoretical approach, case study, or logical flaws they discuss in class or read about as part of their assignment. As students

learn to collect and evaluate information, they will be challenged to understand the logical relations between the data they collect and the positions they are trying to influence, or the problems they are trying to solve. Since this is a course in cultural anthropology, the focus will be on understanding the need to use information from a variety of sources – ethnographies, ethnologies, field notes, participant observation, maps, archival documents, photographs and videos – that are of particular importance to sociocultural anthropology. For assessment purposes, students will formulate a research question, identify the data needed for addressing the problem, and provide perspectives and views on the problem.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that shows how the program addresses the quantitative skill 200-300 items.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Anthropology students are expected to appreciate 'otherness' and be socially responsible citizens of the world. To that end, students will learn what it means to be an advocate; to discuss research findings in public ways; to voice ethical concerns; to be socially and culturally sensitive, and so on. During class discussions, students will regularly evaluate contemporary social justice issues (race, ethnicity, beliefs and practices, socioeconomic inequality, ethnocentrism) as they relate to specific topics the course covers. Students will also compare and contrast multiple solutions to social questions cross-culturally. They will analyze local and global socio-cultural issues and develop strategies for creating just, sustainable systems that entwine the natural and social worlds. Special attention will be on addressing ethical dilemmas and on proposing solutions that are sensitive to the needs of specific cultures. Students will learn about these and other social issues that pertain to personal and social responsibility through hands-on Service Learning. The latter will foster social, cultural, collaborative and participatory engagement in society. A Service Learning component will help evaluate students' abilities to demonstrate personal and social responsibility and accountability, while simultaneously further link them to their community. The Service Learning component may occasionally be part of a group project where students share ethical obligations, intercultural sensitivity, and social responsibilities.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that shows how the program addresses the information and digital literacy skill 200-300 items.

E. Supporting Documents (required).

Sample Course Rubric Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.

Harriet L. Styer

Signature of Chief Academic Officer

10/31/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment – NMHU’s Introduction to Sociocultural Anthropology

Introduction to Sociocultural Anthropology

FINAL EXAM ESSAY

Directions: THIS IS AN OPEN BOOK ESSAY. You are required to use your textbook and your class notes for this component of the exam. You should provide an essay format, not a list. Think about your answer thoroughly and provide an anthropological perspective. Take your time and provide the best possible answer. Your understanding of the relevant material in the text and your writing style will be part of your grade. Good luck.

ESSAY: Answer the following question in an essay format, using page numbers from your textbook for references:

What are the dangers of modernization and progress for indigenous peoples? How will this affect future generations of indigenous peoples? Why is it important for anthropologists to consider this problem?

Link to Essential Skill: Critical Thinking - Students will demonstrate analytical skills by being able to explain during class discussions and in short exam essays the rationale behind ethical dilemmas, strength and weakness of basic theoretical orientations, and various forms of social organization, economic systems, marriage patterns, and other forms of ‘otherness.’

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: New Mexico Highlands University
Department: Sociology, Anthropology, and Criminal Justice
Course Number, Title, Credits: ANTH 103, Introduction to Physical Anthropology & Archaeology, 3 credits
Co-requisite Course Number and Title, if any:
Is this application for your system (ENMU, NMSU, & UNM)?
Name and Title of Contact Person: Victoria Evans, MA, Laboratory Director
Email and Phone Number of Contact Person: vrevans@nmhu.edu 505-454-3283

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications Mathematics Science Social & Behavioral Sciences
- Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

- Communication Critical Thinking Information & Digital Literacy
- Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for ANTH 1215 Introduction to Physical Anthropology & Archaeology

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

None provided.

Institution-specific Student Learning Outcomes

1. Describe and summarize terms, approaches, and cultural and biological adaptations in the four subfields of anthropology. 2. Explain and analyze conceptual and ethical arguments in the four subfields of anthropology. 3.

Effectively communicate content, perspectives, and ideas in four subfields of anthropology. 4. Critically evaluate sources, approaches, and arguments in the four subfields of anthropology.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will demonstrate mastery of content and knowledge, and will show a mastery of effective communication skills, genre, and medium awareness by becoming familiar with major theoretical orientations and research findings of physical anthropology and archaeology, through the application of hand-written essay exams and the final poster presentation project. The essay exam is designed to help students critically explore a particular topic by researching, outlining, and writing a one-page essay exam with citations. Questions include the origin of bipedalism and theories, comparisons of australopithecines and homo habilis, comparison of dating techniques and how they are best applied in archaeology, including advantages and disadvantages, thermoregulation models, the forces of evolution, and the works of Charles Darwin. Through the essay exams, the student describes and evaluates the topic, as well as produces and supports any arguments that they might have. The poster project allows students to master a particular topic and present it verbally along with a corresponding poster or power point. Students must give a credible presentation that informs their classmates about their given topic. Topics include Charles Darwin and the Galapagos Islands, the four forces of evolution and how they work, "Lucy" (what is she, who found her, what did we learn from her), a family tree of early human ancestors with dates and how they fit in the line to Homo sapiens, Neanderthals (who were they and how did they live?), the discovery of fire (and what it means physiologically and socially to humans), the controversy surrounding Homo naledi, Clovis and Pre-Clovis hypotheses, the Folsom Site (where is it? Who discovered it? What does it mean?), foraging societies and what we can learn from them, domestication pros and cons, what is bipedalism (through fossil evidence, what are some of the theories), what is archaeology, domestication of certain plants or animals (physical changes, the impact of climate change and so forth), the use of archaeological techniques in interpreting the human remains known as Otzi, the significance and interpretation of the Megaliths of Neolithic Europe, and different routes and theories regarding migration into the Americas. Students are also encouraged to choose their own topic if it is relevant to the class. Student chosen topics have included domestication of dogs and cattle, the methodology and techniques of skull reconstruction, the prehistory of weaponry, and cave art. Students also have exams where they test their retention of information from lectures.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will show mastery of problem setting, evidence acquisition, evidence evaluation and reasoning/conclusion by understanding how theory and methodology are applied to the scientific process of archaeology, how the archaeological record is interpreted regarding ancient ancestors on up to historic times, the methodology used by scientists to construe archaeological evidence, and an understanding of how, historically, we got to this awareness scientifically (starting with early historical interpretations and moving from there). Students will also learn how anthropological studies aid in interpreting current global events. Through lectures, films, essay exams and poster project research, students will critically analyze their chosen topics and evaluate the current archaeological information. Students are encouraged to seek the newest published research from reputable sources in order to fulfill their assignments. Topics discussed in class include a description and understanding of the fields of anthropology as well as the history of anthropology, primates and how they relate to the study of anthropology, the important works of primatologists such as Jane

Goodall, plus the type of research Goodall does globally and beyond the study of chimpanzees, early fossils of bipedal creatures and potential early human ancestors including australopithecines, Homo habilis and erectus, and so forth. Discussions about the evolution of creative thought and how far back implements of art appears, Neanderthals and their relation to modern humans, the advent of domestication and ramifications of agriculture (with discussion of man-made environmental disasters such as the potato famine in Ireland and the Dust Bowl), provoke students to view the current state of affairs in the world both ecologically and culturally. As anthropology deals with human beings in a holistic way and promotes global understanding of all of humanity, global issues can be addressed throughout the teaching of the lifeway of human beings.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

10.1016/j.cob.2019.100518
Skill 200 = 200 words

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Intercultural reasoning and competence are defining factors of studies in anthropology. Students in Physical Anthropology class learn about the role that environmental and climatic changes had/have on human populations as well as adaptive strategies in dealing with these changes. Intercultural reasoning and competence within the classroom setting occurs when students interact with each other and the instructor, to discuss or debate anthropological data, world issues, and the necessary motivation for changes in human interaction with the environments in which they live. Ethical reasoning is achieved when students discuss the differences between the biological and cultural definitions of human beings, from social practices to skin color, and how these differences affect us locally, globally and historically. Responsibility towards our fellow human beings and our planet are important lessons in this class, from how humans have historically affected the environment (through domestication, for example) to how humans interact with each other socially and why these chosen methods of interaction occur. The footprint of the human race on the planet has had many consequences and it is important for students to understand that actions have effects and how to critically think through how these actions might affect us in the present. By following the life path of humans throughout many thousands of years, this class explores those consequences and what sorts of thought or belief systems promoted the actions in the first place. Students gain skills by classroom discussion, essays on various topics and presentations, with the aim towards critical reflection towards how past events culminated into issues today.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

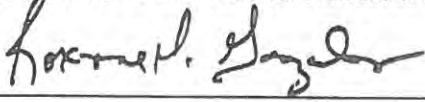
E. Supporting Documents (required).

Sample Course Rubric Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

10/31/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment – NMHU's Introduction to Physical Anthropology & Archaeology

Two In-class Essay Exams

Directions: In-class writing essay exams will test your knowledge of the subject and improve your writing and research skills. For these exams, you are allowed to take questions home, research them, and create an outline to use while writing the essay on exam day. You will turn in the outline with your essay.

ESSAY: Answer four of the following questions in an essay format, using page numbers from your textbook for references and other sources: What are the four disciplines of Anthropology? Write a description and example of each discipline. Name at least one person in each field and what they do (these are in box sections in your textbook). Who was Charles Darwin and what were his ideas concerning evolution and natural selection? Describe some of the theories concerning why hominids became bipedal. What are some of the advantages/disadvantages of bipedalism? What are the main skeletal characteristics of bipedalism? What do we find in the fossil record to tell if a creature was bipedal or not? What does it mean when we say that Homo were bio-cultural beings? How does the hypothesized energetic feedback loop fit in with this?

Link to Essential Skill: Critical Thinking - Students will demonstrate analytical skills by exploring the different theories involving the role that environmental and climatic changes had/have on human populations as well as adaptive strategies in dealing with these changes; the differences between the biological and cultural definitions of human beings, from social practices to skin color, and how these differences affect us locally, globally and historically; and the different theories related to early human ancestors and human evolution.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: New Mexico Highlands University
Department: Business Administration
Course Number, Title, Credits: ECON 216, Principles of Macroeconomics, 3
Co-requisite Course Number and Title, if any: None
Is this application for your system (ENMU, NMSU, & UNM)? No
Name and Title of Contact Person: Dr. Chien-Chung Chen, Department Chair
Email and Phone Number of Contact Person: achen@nmhu.edu; (505) 454-3173

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ECON 2110, Principles of Macroeconomics

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Explain the economic concepts of opportunity cost, comparative advantage and exchange. 2. Demonstrate knowledge of the laws of supply and demand and equilibrium and use supply and demand curves to analyze responses of markets to external events. 3. Explain the circular flow model and use the concepts of aggregate demand

and aggregate supply to analyze the response of the economy to disturbances. 4. Explain the concepts of gross domestic product, inflation and unemployment and how they are measured. 5. Describe the determinants of the demand for money, the supply of money and interest rates and the role of financial institutions in the economy. 6. Define fiscal policy and monetary policies and how these affect the economy. 7. Identify the causes of prosperity, growth and economic change over time and explain the mechanisms through which these causes operate in the economy.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

This course includes class discussion of questions that test students' critical thinking skills. Discussion questions include positive analysis that ask them to apply the ideas, concepts and tools learned in class to different situations or problems. Discussion questions also ask students to evaluate normative questions, in other words, questions that are based on principles of ethics and societal norms. These questions may apply to actual individual decisions as well as hypothetical questions they may face as a community leader. All discussion questions require students to evaluate a problem and communicate a reasoned response.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The development of critical thinking skills is central to the Principles of Macroeconomics course. The course emphasizes the use of the scientific method as a means to analyze economic problems through observation and the development and testing of economic theories. The course requires students to evaluate and employ assumptions and to think critically about theories that assert cause and effect relationships. Students often find theoretical concepts introduced in the course to be challenging as they require students to think hard about certain relationships. Indeed, students find the macroeconomic theories based on certain models challenging as the underlying logic is complex. Examples of such complexity is how the overall level of prices in the economy affects both the aggregate demand and aggregate supply of goods and services (GDP). The course evaluates students' learning based on homework and exam questions that require students to apply the concepts and techniques learned in class.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Quantitative reasoning is not one of the essential skills identified for the social and behavioral sciences, but it is critical to the HU Principles of Macroeconomics course, which emphasizes the application of algebraic and geometric analysis. Although the level of mathematics required for the course are relatively modest, most students find the analytical techniques challenging. Examples of quantitative reasoning required for the course include the use of supply and demand curves to evaluate changes in prices and quantities that result from various external events, and the measurement of areas under a curve to estimate economic value. Students are also required to apply algebraic measures of sensitivity of one variable to a change in another.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

The course provides a framework for analyzing different types of problems. Early on in the course, we distinguish between positive and normative analysis. Positive analysis, or questions about facts and causal relationships build students critical thinking skills. Normative analysis, on the other hand, is particularly pertinent to personal and social responsibility issues. Personal and social responsibility topics that are particularly important to this class include: a discussion of gross domestic product that goes beyond how it is measured to include its possible weaknesses as a measure of human welfare; economic growth—how it measured an what it means for the quality of life in different countries of the world; employment and unemployment—how these are measured and why they are important to the well-being of individuals and society; the need to tradeoff different goals and how to evaluate and prioritize them.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.


E. Supporting Documents

Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/5/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment

Critical Thinking

Suppose that the United States economy produces Guns and Butter. If technological advances allow the country to produce both more guns and more butter with the same resources, what would happen to United States' production possibility frontier (PPF)?

- A. The PPF would shift outwards.
- B. The PPF would shift inwards.
- C. The PPF would remain stable.

Many poor Guatemalans survive on a diet consisting mostly of corn tortillas. If the price of tortillas increases, you would expect _____.

- A. the quantity of tortillas demanded to decrease
- B. the quantity of tortillas demand to remain the same
- C. the quantity of tortillas demanded to increase.

Which of the following would shift the supply curve for iPhones to the left?

- A. An increase in wages paid to workers making iPhones
- B. More advertising of iPhones
- C. An increase in the price of iPads
- D. An increase in the price of iPhones

The cost of chips used in making iPhones falls, while a successful ad campaign makes the iPhone more popular. As a result, the equilibrium relative price of iPhones _____ and the equilibrium quantity _____.

- A. increases; increases
- B. increases; may increase, decrease, or stay the same
- C. may increase, decrease, or stay the same; increases

A U.S. tariff on the import of Canadian milk would make the domestic price of milk _____.

- A. higher and U.S. consumer surplus higher
- B. higher and U.S. consumer surplus lower
- C. lower and U.S. consumer surplus higher
- D. lower and U.S. consumer surplus lower

Quantitative Reasoning

For an economy with \$3 billion government purchases, \$2 billion exports, \$11 billion consumption spending, \$3 billion imports, and \$2 billion investment, the GDP is:

- A. \$21 billion
- B. \$14 billion
- C. \$15 billion
- D. \$17 billion

Your grandmother tells you that she earned \$3.00 an hour at her summer job as a freight handler in 1964. Suppose that since then prices have risen 500%. To keep her purchasing power constant, what would her wage rate be today?

- A. \$12.29
- B. \$15.00
- C. \$18.59
- D. \$21.74

Suppose you buy a house in 2016 and finance it with a 30-year mortgage that has a 5 percent annual rate of interest. Inflation during 2017 is 2 percent. What is the real rate of interest you pay on your mortgage in 2017?

- A. 7 percent
- B. 5 percent
- C. 3 percent

Suppose that in a closed economy GDP is equal to 17,000, taxes are equal to 2,000, consumption equals 12,000, and government expenditures equal 3,000. What are private saving and public saving?

- A. 1,000 and 3,000
- B. 1,000 and -1,000
- C. 3,000 and 1,000
- D. 3,000 and -1,000

What is present value of \$5,000 received ten years from now, if the interest rate is 4%?

- A. \$3,378
- B. \$5,000
- C. \$7,400
- D. \$4,664

Personal & Social Responsibility

You hear a congressman say: "The government should require people who receive food stamps to look for a job." Is this statement positive or normative?

- A. Positive
- B. Normative

A gubernatorial candidate says that investing in our children's education will increase productivity. Is this statement positive or normative?

- A. Positive
- B. Normative

James worked for Enron. His portfolio included only Enron stock. If he had diversified,

- A. he could have reduced both firm-specific and market risk.
- B. he could have reduced neither firm-specific nor market risk.
- C. he could have reduced firm-specific but not market risk.
- D. he could have reduced market but not firm specific risk.

Robert Fogel, a Nobel Prize winner, found that as economies grew, so did the people.

- A. True
- B. False

What can government policy do to raise productivity and living standards?

- A. encourage saving and investment.
- B. protect property rights and promote political stability.
- C. pursue an outward-oriented trade policy.
- D. all the above are policies that increase productivity and increase living standards.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Business Administration
Course Number, Title, Credits	ECON 217, Principles of Microeconomics, 3
Co-requisite Course Number and Title, if any	None
Is this application for your system (ENMU, NMSU, & UNM)?	No
Name and Title of Contact Person	Dr. Chien-Chung Chen, Department Chair
Email and Phone Number of Contact Person	achen@nmhu.edu , (505) 454-3173

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ECON 2120, Principles of Microeconomics

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Explain the concept of opportunity cost. 2. Demonstrate knowledge of the laws of supply and demand and equilibrium. 3. Use supply and demand curves to analyze responses of markets to external events. 4. Use supply and demand analysis to examine the impact of government intervention. 5. Explain and calculate price elasticity of

demand other elasticities. 6. Demonstrate an understanding of producer choice, including cost and break-even analysis. 7. Compare and contrast the following market structures: perfect competition, monopoly, monopolistic competition, and oligopoly.

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

This course includes class discussion of questions that test students' critical thinking skills. Discussion questions include positive analysis that ask them to apply the ideas, concepts and tools learned in class to different situations or problems. Discussion questions also ask students to evaluate normative questions, in other words, questions that are based on principles of ethics and societal norms. These questions may apply to actual individual decisions as well as hypothetical questions they may face as a community leader. All discussion questions require students to evaluate a problem and communicate a reasoned response.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

The development of critical thinking skills is central to the Principles of Microeconomics course. The course emphasizes the use of the scientific method as a means to analyze economic problems through observation and the development and testing of economic theories. The course requires students to evaluate and employ assumptions and to think critically about theories that assert cause and effect relationships. Students often find theoretical concepts introduced in the course to be challenging as they require students to think hard about certain relationships. Indeed, students find the microeconomic theories based on certain models challenging as the underlying logic is complex. Examples of such complexity include the application of first principle concepts such as opportunity cost, the use and application of cost-benefit analysis, the use and application of the supply and demand model, the use of cost concepts and how they are used to make decisions; the various market structures and how they affect decision making; market failures, including externalities, public goods, poverty and inequality. These concepts are given extensive coverage and are tested in class using discussion questions and out of class via homework and exams.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Quantitative reasoning is not one of the essential skills identified for the social and behavioral sciences, but it is critical to the HU Principles of Microeconomics course, which emphasizes the application of algebraic and geometric analysis. Although the level of mathematics required for the course are relatively modest, most students find the analytical techniques challenging. Examples of quantitative reasoning required for the course include the use of supply and demand curves to evaluate changes in prices and quantities that result from various external events, the measurement of areas under a curve to estimate economic value; measurement of sensitivity of one variable to another (elasticity); cost classifications and their uses for decision making; and trend analysis.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

The course provides a framework for analyzing different types of problems. Early in the course, we distinguish between positive and normative analysis. Positive analysis, or questions about facts and causal relationships build students critical thinking skills. Normative analysis, on the other hand, is particularly pertinent to personal and social responsibility issues. Personal and social responsibility topics that are particularly important to this class include: questions about trade, why it is beneficial as a means for increasing overall economic benefits to society, but often implies winners and losers and whether it is possible to compensate those harmed by trade; questions about government action to address social problems like low income through the minimum wage; high costs for housing and the likely harm caused by rent control; negative externality problems such as those related to pollution and ways to address them; positive externality problems and why they justify public investments in in public schools and public health; problems of poverty, income inequality and public policies that can ameliorate them. Issues like these are introduced in class meetings. Students are engaged through the use of case studies and by discussion questions.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill, 200 – 300 words.

E. Supporting Documents

Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/5/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment

Critical Thinking

Recently the United States government enacted a large decrease in taxes that largely benefit wealthy Americans. It also has taken measures to reduce spending on programs that benefit the poorest Americans. The likely result will be

- A. An increase in efficiency and an increase in equality
- B. A decrease in efficiency and a decrease in equality
- C. An increase in efficiency and a decrease in equality
- D. A decrease in efficiency and an increase in equality.

George Bernard Shaw: "If all economists were laid end to end, they would not reach a conclusion." Discussion: Why do economists seem to give conflicting advice to policy makers?

A group of HU students went to Guatemala this summer. They observed that poor Guatemalans survive on corn tortillas. Suppose that they also observed an increase in the price of tortillas. You would expect that the quantity of tortillas demanded would be unaffected because poor Guatemalans need tortillas to survive.

- A. True
- B. False.

An increase in the demand for notebooks increases the quantity of notebooks demanded but not the quantity supplied.

- A. True
- B. False

"Connecticut should pass its Senate Bill 60, which states that during a 'severe weather event emergency, no person within the chain of distribution of consumer goods and services shall sell or offer to sell consumer goods or services for a price that is unconscionably excessive.'" Discuss.

Quantitative Reasoning

Dr. Taylor closely monitors the time his students spend on their homework. He notices that students who spend two hours on homework they earn an average score of 75, but when these same students spend three hours earn an average score of 90. The marginal benefit of the third hour spent on homework is

- A. A score of 90 percent.
- B. A 15 percent increase in the average score.

My friend Mark Valenzuela is interviewing for a high paying job with a financial firm on Wall Street. He wants to make a good impression, so he has decided to buy a high-quality Italian suit for \$5,000 at the Taylor Tailor Shop in Scottsdale. Mark currently works in Santa Fe, where he earns \$1,000 per day as a financial analyst. Mark has decided that he needs to take an unpaid day off from his job to buy the suit. Assuming the cost of a round trip plane ticket and uber fares total \$700, what is the opportunity cost of the suit for Mark?

- A. \$5,000
- B. \$1,700
- C. \$6,700

In 1971 a pocket calculator cost more than \$75. In 2018 a calculator of the same quality cost less than \$10. Which of the following is most consistent with these facts?

-
- A. An increase in demand for calculators
 - B. A change in technology
 - C. An increase in income
 - D. A decrease in supply

If the price elasticity of demand for beef is 1.6, then a 10% increase in the price of beef would be expected to result in _____.

- A. 60% increase in quantity demanded
- B. 60% decrease in quantity demanded
- C. 16% increase in quantity demanded
- D. 16% decrease in quantity demanded

The price of strawberries falls from \$1.50 to \$1.00 per carton and the quantity demanded goes from 100,000 to 200,000 cartons. Using the midpoint method, the price elasticity of demand is:

- A. 1.7
- B. 0.6
- C. 67
- D. 40

Personal & Social Responsibility

The government should require people on Medicaid to look for a job. Is this statement positive or normative?

- A. Positive
- B. Normative

“Trade with China makes most Americans better off because, among other advantages, they can buy goods that are made or assembled more cheaply in China.”
Discuss

“If the federal minimum wage is raised gradually to \$15-per-hour by 2020, the employment rate for low-wage U.S. workers will be substantially lower than it would be under the status quo.” Agree or disagree; Discuss.

Government solutions to negative externalities are always more efficient than private solutions.

- A. True
- B. False

You live in a building that allows smoking inside. Your roommate values smoking in the apartment at \$100 and you value clean air at \$200. According to Coase, you can pay your roommate \$101 and he will smoke outside.

- A. True
- B. False

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	Psychology
Course Number, Title, Credits	PSYC 101, Psychology & Society, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	Yes
Name and Title of Contact Person	Linda LaGrange, Department Head, Professor of Psychology
Email and Phone Number of Contact Person	lagrange_l@nmhu.edu: 505-454-3578

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

PSYC 1001, 3 credits, Introduction to Psychology

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:

<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

The Core Course Objectives are as follows

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior.
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology.

3. Explain how information provided in this course can be applied to life in the real world.
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society.

Institution-specific Student Learning Outcomes

In addition to the core course objectives, the academic traits expected of all NMHU graduates are as follows:

1. Mastery of content knowledge and skills
2. Effective communication skills
3. Critical and reflective thinking skills
4. Effective use of technology

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Communication will be assessed through the discussion component of the class, which is held generally after each class with a classroom of 15-20 students, split up from their larger classes. In these discussion sections, they will meet for 50 minutes a week and explore application of the topics covered in class, how they apply to their day to day lives and they will hold a focus on opening lines of communication between with student and teacher as well as student to student. Effective communication will also be measured through the ability to communicate ideas effectively through a final paper, which will focus on applying a chosen topic in the class to a real world issue they or others may face. Success in this assignment and the discussions will be due in part to effective and clear communication and time will be given in those discussion classes to help build and facilitate those lines of communication. Assessment in the discussion questions will be made using a ++, +, -, -- system (++: All comments demonstrate a depth of consideration (with at least some comprehension) of the readings and shows evidence of critical thinking. +: Comments are generally adequate and evidence of some critical thinking. -: Some comments are brief or some but not all comments are adequate or thoughtful. - -: Comments are brief, evident of only superficial perusal of the assignment, are off-topic, etc.) A rubric will be developed based on all ++'s being a 100% and will assess success with 70% of the students in the class scoring a satisfactory (C+) on discussion (majority +'s and ++'s and would allow for some – grades). The assignment will be graded on an A through F scale and assessment will be determined with the goal of 70% of students scoring a C or higher on the final paper.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Both the final assignment and discussion classes will revolve around critical thinking exercises. The majority of chapters will have students approaching a number of open ended questions to aid in discussion sections. These questions will be less about who is right and wrong and more about students building coherent arguments, investigating the ideas covered in class and in the text, and demonstrating their knowledge of what they have learned. These critical thinking questions and tasks will be similar to the following example: "In developmental psychology there are two major discussions being had. The level of nature compared to nurture and the influence of childhood compared to adult experiences shaping us. I want you to think of a trait, attribute, quality, etc. and explain how it could be influenced by both genetic factors as well as environmental factors. The idea is to focus on differing explanations for the same concepts, I will discuss some of these in class." Additionally the final paper will have the students engage in a demonstration of their knowledge and ability to apply what they have learned to solve or

understand some issue influencing themselves, their community, or society as a whole. Assessment will be measured as mentioned in the communication section (see attached syllabus and objective handout attached)

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Personal and Social Responsibility will be assessed on a few levels. First, modern psychological study focuses on group differences and applications for cross cultural study, we tend to cover as a part of course lecture how groups are alike and different and to help our students think about broader cultural contexts in relation to psychological science. Beyond this we will be utilizing the final paper for the class to help the students use their knowledge gained through communication and critical thinking to apply what they have learned to some real world issue in order to help them start thinking of psychological topics in the context of how they apply to their worlds and the people around them, especially how they can be used to aid in civic discourse in solving real world problems and working to help others at the local, national, and international level.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

N/A

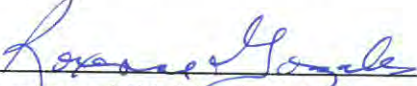
E. Supporting Documents (required).

- Sample Course Rubric Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.



Signature of Chief Academic Officer

10/29/18

Date

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Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

New Mexico Highlands University

PSY 101 – Psychology and Society

Rubrics and Assessments

Descriptions

Course Description: This course will introduce students to the concepts, theories, significant findings, methodologies, and terminology that apply to the field of psychology.

New Mexico Core Course Objectives:

1. Explain how the scientific method and psychological research methodologies are used to study the mind and behavior (Traits 1 and 2).
2. Recall key terms, concepts, and theories in the areas of neuroscience, learning, memory, cognition, intelligence, motivation and emotion, development, personality, health, disorders and therapies, and social psychology (Traits 1, 2, 3, and 4).
3. Explain how information provided in this course can be applied to life in the real world (Traits 1, 2, 3, and 4).
4. Identify the major theoretical schools of thought that exist in psychology as they relate to the self, the culture, and the society (Traits 1 and 2).

Rubrics and Assessment

1. Discussion Sections (Core Course Objective 1 and 4): Your discussion section will meet once a week for 50 minutes. The discussion section is your chance to ask questions and discuss the material presented in lecture and in the book outside of the class setting. Attendance and participation in your discussion section will be graded and will contribute to your overall course grade.

We will be working off of a: ++ (Superior), + (Satisfactory), - (Needs Development), -- (Unsatisfactory) system.

Marks	Pts
All ++	100
75-99% ++	95
50-74% ++	92
25-49% ++	90
1-24% ++	87
0% ++	84
EVERY instance of “-” will result in a loss of 3 points EVERY instance of “--” will result in a loss of 7 points	

2. Critical Thinking Questions (Core Course Objective 1 and 4): In addition to in class quizzes, in order to help you better understand the material and aid in the discussions that will follow lecture. Each topic covered will have a critical thinking question. You will need at the very least your book and knowledge to answer the question, however online materials, research articles, and anything else can be used to complete the task. These should be a solid paragraph and typed (12pt. Times New Roman, double-

spaced) and turned in at the beginning of the discussion section. It is important to note that there may not be one correct answer and these questions are meant for you to demonstrate your knowledge and reasoning skills. Grading scale is below.

++: All comments demonstrate a depth of consideration (with at least some comprehension) of the readings and shows evidence of critical thinking.

+: Comments are generally adequate and evidence of some critical thinking.

-: Some comments are brief or some but not all comments are adequate or thoughtful.

--: Comments are brief, evident of only superficial perusal of the assignment, are off-topic, etc.

Penalties: If comments are submitted after the deadline, marks will be given at the instructor's discretion but will not exceed a mark of +. If comments are not submitted more than a week after the normal deadline, an automatic "--" will be assigned.

Marks	Pts
All ++	100
75-99% ++	95
50-74% ++	92
25-49% ++	90
1-24% ++	87
0% ++	84
EVERY instance of "--" will result in a loss of 5 points EVERY instance of "--" will result in a loss of 10 points	

3. Quizzes (Core Course Objective 2): There will be a short 5-point quiz every class or discussion. These quizzes will be multiple-choice and will cover material from lecture, the text, and any assigned readings. They are there for your review and to aid in test prep as you may see some questions again. These will be given at the end of class or the start of the discussion sections and review material from the previous lecture. They will be open notes and you will have ~10 minutes to complete them.

4. Tests (Core Course Objective 2): (3 @ 100 points each) This course includes 3 (three) tests. Each test will cover material presented in three to five chapters, plus any additional reading and lecture materials. Each test is worth 100 (one hundred) points. There will be two within-term exams and one final (but non-cumulative) exam, all of which will be weighed equally. The exams will be in multiple-choice/short answer format and you will have 1 hour to complete the test. We will likely have lecture following due to the nature of the class meeting once a week.

5. Assignment (Core Course Objective 3): There will be a single written assignment, due by the last regular day of class. This assignment must be at least 3 pages in length not including any title page or references (if any; neither is required), double-spaced and in 12-point Times New Roman font. In addition to the above, proper spelling, grammar, punctuation is expected and will be factored into your grade. More details regarding the structure of the papers will be provided in class.

Sample Assessments

Sample Psychology 101 Critical Thinking Questions To be tied in with Discussion (Rubric 1 and 2)

Critical Thinking Question 2: Science of Psychology

Hypothesis testing is at the heart of psychology as a field. This means developing good questions and testing those assumptions using objective methods. For this thought exercise I want you to look ahead in the table of contents and pick a topic we are going to cover that you don't know anything about (you can read ahead after this assignment). Based on only glancing at the topic or section title, what do you think you know about it? Based on this information develop a hypothesis based on this topic or section. The only rule is that it has to be falsifiable (meaning a yes or no answer and not open ended).

Critical Thinking Question 4: Development

In developmental psychology there are two major discussions being had. The level of nature compared to nurture and the influence of childhood compared to adult experiences shaping us. I want you to think of a trait, attribute, quality, etc. and explain how it could be influenced by both genetic factors as well as environmental factors. The idea is to focus on differing explanations for the same concepts, I will discuss some of these in class.

Critical Thinking Question 8: Personality

Personality Theorists have been working on narrowing down personality traits for decades and this involves developing good measures and questions to assess these factors. Part of the issue for older tests is that they represent concepts and questions out of date, measure factors that are too similar, or in the case of the Meyer's Briggs, were not even developed by psychologists. For this critical question I want you to think about a positive aspect of your own personality. What is it? Would it fall under any of the Big 5 Traits? come up with 2 self-report questions using a 1-7 (strongly agree/disagree) scale that measure your trait.

Sample Quiz/Test Items (Rubric 3 and 4)

Chapter Quiz 10: Social Psychology I

Chuck just met Elle, a new Harvard law school student. Although Elle is very intelligent, she looks more like a blonde beauty queen than a law school student. Chuck thinks that someone as beautiful as Elle is much less likely to do well in school. Chuck's views about beautiful blondes are an example of a(n)

- A. negative illusion.
- B. stereotype.
- C. attribution.
- D. false consensus.

_____ refers to a change in behavior or attitudes brought about by a desire to follow the beliefs or standards of other people.

- A. Conformity
- B. Dissonance
- C. Incongruity
- D. Schema

_____ is the process by which groups and individuals exert pressure on an individual, either deliberately or unintentionally.

- A. Social influence
- B. Altruism
- C. Diffusion of responsibility
- D. Central interaction

Which of the following is of interest to those who study social cognition?

- A. how people select social information
- B. how people interpret social information
- C. how people remember social information
- D. All of these.

Social psychologist Leon Festinger is associated with the study of:

- A. conformity.
- B. obedience.
- C. routes to persuasion.
- D. cognitive dissonance.

Sample Written Assignment
(Rubric 5)

Psychology 101 Assignment
Applying Psychology to Solve Problems

One of the best ways to learn something is to find ways to apply it to your day to day lives. This process of applying new information to preexisting information is known as transfer and is a part of what you will need to complete this assignment.

Part I: Explaining a Psychological Concept

There are a large number of potential topics within the book. For this assignment I want you to pick one of them that interests you. Again, learning a new topic is also aided by something that you are motivated to learn, and something you are interested in should enhance this process. You can choose any topic in the book. You will have to define your terms and explain the concepts and topic as if I do not know anything about it and can use outside sources or articles to make your points stronger. This part should offer enough information that I know what you are talking about (this part is more about demonstrating your knowledge of the topic rather than making broader connections).

Part II: Applying that Concept

In research we attempt to take these concepts and apply them to real world situations and experience. While I do not want you to come up with an experiment or study (that is another class entirely), I would like you to use that topic in order to address or explain

some real world issue. Be careful in thinking of this issue for your topic as it should make logical sense in relation to the problem or issue you propose addressing. In this section I am looking for you to address the problem (introduce it and why it is an issue) and then spend some time explaining how your topic relates to it or how research on your topic might be best at solving that problem. For example, you can apply our understanding of what causes prejudice in order to reduce it, you can argue that causing cognitive dissonance might help in changing bad behavior, or explain how we can reform criminal justice based on our understanding of why punishment doesn't work. This is really all on you and I leave it open to your interests and experiences. However, I do caution that topics deemed offensive or misconstrued as to demean, insult, or stigmatize others will not be accepted. If you need additional information, insight, or just want to run your topic by me, please see me in class, during my office hours, or email me and I can give you some feedback.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: **New Mexico Highlands University**

Department: **Sociology, Anthropology and Criminal Justice**

Course Number, Title, Credits: **Soc 152, Introduction to Sociology, 3**

Co-requisite Course Number and Title, if any

Is this application for your system (ENMU, NMSU, & UNM)? **NO**

Name and Title of Contact Person: **Gloria Gadsden, Chair,
Department of Sociology, Anthropology and Criminal
Justice**

Email and Phone Number of Contact Person:

gygadsden@nmhu.edu 505-454-3209

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

SOCI 1110 Introduction to Sociology

List all learning outcomes that are shared between course sections at your institution.

- 1) To understand the sociological perspective.
- 2) To introduce students to sociological theory and research methods.
- 3) To understand and discuss social aspects of culture including, but not limited to, socialization, crime/deviance, inequality, race/ethnicity, and gender stratification.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will learn communication skills by writing essays and/or giving oral presentations discussing social aspects of culture. From these assignments, students will be assessed with respect to understanding main ideas from the readings, main theoretical perspectives and various aspects of culture (e.g., stratification, race/ethnic relations, gender dynamics). These assignments will help students prepare for more advanced course work as well as paving the way for successful workplace relations by providing an introduction to the inner workings of different social institutions.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will demonstrate critical thinking skills by identifying the main theoretical paradigms' understanding of various social problems (e.g., crime, racism, sexism). Students will also assess the validity of these theoretical perspectives by considering their relevance today. Finally, students will be asked to use the materials from the course to consider how to address contemporary social problems.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the application of the quantitative skill. 250 – 500 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students will reflect intercultural competence (i.e., personal/social responsibility) by reading assignments about critical social issues such as social inequality, global inequality, racism, ethnic bias and sexism. Comprehension of these social issues will be assessed by way of written essays and/or oral presentations that examine and evaluate the assigned readings and/or other academic research.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the application of the information skill. 250 – 500 words.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

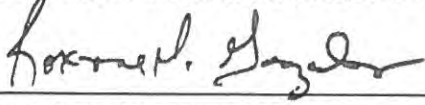
F. Assessment (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

G. Relationship between Institutional Assessment Plan and this Course

In this box, explain how this course fits in your institution's general education assessment plan. Max 500 words

This course meets institutional standards for general education.



10/31/18

Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment – NMHU’s Introduction to Sociology

INTRODUCTION TO SOCIOLOGY

FINAL EXAM ESSAY

Directions: THIS IS AN OPEN BOOK ESSAY. You are required to use your textbook and your class notes for this exam. Your answer, to the question below, should be written as an essay, not a list. It should be well thought out and sociologically oriented. Take your time and provide the best possible answer. Your understanding of the relevant material in the text and your writing style will be factored into your grade. Good luck.

ESSAY: Using essay format, and relying on the text (page numbers required), answer the following question: Is racial stratification or gender stratification more important in shaping the life of an individual born in the United States today? You must choose and defend race or gender, not both. Provide reasons (from the text) for your choice.

Link to Essential Skill: Critical Thinking

Students will demonstrate critical thinking skills by identifying the social conflict perspective and linking it to racial stratification or gender stratification. Students will assess the validity of this theoretical perspective by considering its relevance today.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: Western New Mexico University (WNMU)
Department: School of Business
Course Number, Title, Credits: BSAD 100 Introduction to Business (3 Credit Hours)
Co-requisite Course Number and Title, if any:
Is this application for your system (ENMU, NMSU, & UNM)? NO
Name and Title of Contact Person: Miguel Vicens Associate Dean School of Business
Email and Phone Number of Contact Person: 575-538-6403 miguel.vicens@wnmu.edu

Was this course previously part of the general education curriculum?

[X] Yes [] No

This course will fulfill general education requirements for (check all that apply):

[X] AA/AS/BA/BS [] AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

[] Communications [] Mathematics [] Science [X] Social & Behavioral Sciences
[] Humanities [] Creative & Fine Arts [] Other

Which essential skills will be addressed?

[X] Communication [X] Critical Thinking [] Information & Digital Literacy
[] Quantitative Reasoning [X] Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for Social and Behavioral Sciences

BSAD 100 Introduction to Business

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)
Communication, Critical Thinking, Personal Responsibility

Institution-specific Student Learning Outcomes

1. Explain the workings of the free enterprise system in a global economy as it pertains to the allocation of scarce resources with alternative uses and the effect that has on quality of life. 2. Demonstrate knowledge of the various dimensions of the business environment including political and legal, socio-cultural, environmental, diversity, economic, technological, and global. 3. Analyze business decision-making applying principles of business ethics and social responsibility. 4. Explain the different forms of legal ownership for business firms and discuss the advantages and disadvantages of each. 5. Discuss the concept of "entrepreneurship" and its effect on quality of life. 6. List and explain management functions. 7. Discuss the concept of organizational structures. 8. Discuss the concept of operations management. 9. Discuss the components of the human resource management process. 10. Explain the nature of marketing, marketing strategy, and marketing in the digital age. 11. Develop and analyze basic financial statements. 12. Explain basic concepts of business finance. 13. Demonstrate basic skills such as use of common business terminology, information search skills, presentation and writing skills, and team skills. 14. Develop a business plan for a small business.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

METHODS OF ASSESSMENT:

1. Will include examinations, quizzes, homework, and a Business Plan project tying back to objectives and goals.
2. Be a part of the improvement of the course by evaluating ways to improve instruction and evaluate instructor.

Students will work in assigned groups to create a hypothetical business plan for a product/service business of their choice. The business plan will be in process throughout the semester as we cover the course material. There will be various due dates announced on components of your business plan throughout the semester. A short group presentation of the plan will be done the last week of classes.

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will work in assigned groups to create a hypothetical business plan for a product/service business of their choice. The business plan will be in process throughout the semester as we cover the course material. There will be various due dates announced on components of your business plan throughout the semester. A short group presentation of the plan will be done the last week of classes.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will work in assigned groups to create a hypothetical business plan for a product/service business of their choice. The business plan will be in process throughout the semester as we cover the course material. There will be various due dates announced on components of your business plan throughout the semester. A short group presentation of the plan will be done the last week of classes.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students will work in assigned groups to create a hypothetical business plan for a product/service business of their choice. The business plan will be in process throughout the semester as we cover the course material. There will be various due dates announced on components of your business plan throughout the semester. A short group presentation of the plan will be done the last week of classes.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Grading Rubric for Business Plan

Grading Criteria	Excellent 4 points	Good 3 points	Fair 2 points	Inadequate 1 point
Executive Summary	Summary generated excitement, was brief, provided an overview of the business, and outlined main points.	Summary was brief, provided an overview of the business, and outlined main points.	Summary was brief, provided an overview of the business, and outlined some main points.	Summary was brief and provided only an overview of the business OR an outline of main points.
Product or Service Plan	Description of the product or service and its unique features was highly effective and detailed.	Description of the product or service and its unique features was effective and detailed.	Description of product or service and features were provided, but without sufficient detail.	Description of product or service was provided, but unique features were not.
Management Team Plan	Member(s) of management team were identified, and their qualifications and experiences described in a way that led credibility to the business.	Member(s) of management team were identified, and their qualifications and experiences described.	Member(s) of management team were identified, and some their qualifications and experiences listed, but not described.	Members of management team were identified, but their qualifications and experiences were not included.
Industry and Market Analysis	Analysis identified and described target consumer and competitors, as well as industry and/or product outlook. Characteristics of a desirable business location were also identified.	Analysis identified and described target consumer and competitors. Characteristics of a desirable business location were also identified.	Analysis identified target consumer and competitors. Characteristics of a desirable business location were also identified.	Analysis failed to provide at least one aspect of required information.
Operational Plan	Section contained detailed information regarding all requested information.	Section contained information regarding at least four aspects of requested information, with some degree of detail.	Section contained information regarding at least three aspects of requested information, with some degree of detail.	Section contained information regarding less than three aspects of requested information, with little or no detail.

Organizational Plan	Legal description corresponded with lesson on entrepreneurship. Philosophies and policies were well thought out and described in detail.	Legal description corresponded with lesson on entrepreneurship. Philosophies and policies were well thought out and presented.	Legal description presented didn't correspond with lesson on entrepreneurship and/or philosophies and policies were presented but lacked thought or detail.	Section failed to identify at least one aspect of required information.
Marketing Plan	Desired company and/or product image was described. Advertisement methods were described and appropriate for product.	Desired image was described. Some advertisement methods were described and appropriate for product.	Some advertisement methods were described and appropriate for product. Desired image was not discussed.	Advertisement methods provided weren't described and/or were inappropriate for product. Image wasn't discussed.
Financial Plan	Possible financing sources were identified and business financial outlook was described in detail.	Possible financing sources were identified and business financial outlook was described.	Possible financing sources were identified and business financial outlook was mentioned.	Section failed to identify at least one aspect of required information.
Growth Plan	Business plan outlined practical, yet ambitious, plans for expansion.	Business plan outlined practical plans for expansion.	Expansion plans were outlined, but not very practical or well thought out.	Business plan didn't adequately describe plans for expansion.
Detail	Plan was presented in great detail and it was consistently obvious there was great thought behind it.	Plan was generally presented in great detail and appeared to have great thought behind it.	Business plan was presented in some detail with some thought behind it.	Business plan was somewhat lacking in detail and seemed to lack much thought behind it.
Professionalism	Plan was presented in paragraph format and had no spelling or grammatical errors.	Plan was presented in paragraph format and had few spelling or grammatical errors.	Plan was presented in sentence format and had few spelling or grammatical errors.	Plan wasn't presented in sentence format and/or had many spelling or grammatical errors.
Effectiveness	Plan was highly effective in describing the business and its operations, as well as eliciting support.	Plan was effective in describing the business and its operations, as well as garnering some support.	Plan described the business and its operations, but didn't garner much support.	Plan lacked overall effectiveness, as it failed to describe business or garner support.

Teacher Notes or Comments:

Student Name(s):

Total Points:

Percentage Grade:

BSAD 100 Assessment for Business Ethics and Corporate Social Responsibility

Exam Questions:

1. Principles and standards that determine acceptable standards in business
 - a. Social responsibility
 - b. Corporate welfare
 - c. Business ethics
 - d. All of the above

2. A business's obligation to maximize its positive impact and minimize its negative impact on society
 - a. Business ethics
 - b. Corporate taxation
 - c. Profit sharing
 - d. None of the above

3. Some ethical issues may be very large, like the Enron scandal, but most ethical issues
 - a. Are even larger, like the Bernie Madoff scandal
 - b. Are much smaller like company resource abuse or improper hiring practices
 - c. Involve government contracts
 - d. All of the above

4. In other countries paying and accepting bribes may be normal business practices. That makes it ethical for U.S. business firms to pay bribes.
 - a. True
 - b. False

5. Formalized rules and standards that describe what a company expects of its employees, are often part of professional standards for certain professions.
 - a. Company policies
 - b. Standard operating procedures manual
 - c. Code of ethics
 - d. None of the above

6. If an activity is not illegal under the law, then it is always ethical
 - a. True
 - b. False

7. Individual standards and values have no bearing on ethical business decisions
 - a. True
 - b. False

8. The foundation for the pyramid of social responsibility is

- a. Legal responsibilities
 - b. Economic responsibilities
 - c. Ethical responsibilities
 - d. Voluntary responsibilities
9. Firms that engage in corporate social responsibility activities often experience an increase in value that is reflected in the stock price.
- a. True
 - b. False
10. One reason why business firms may choose to become involved with corporate social responsibility activities is to prevent increased government regulation
- a. True
 - b. False
11. An argument against corporate social responsibility is
- a. Businesses should do their fair share to help others
 - b. It sidetracks business from its main purpose, earning a profit
 - c. Businesses have financial and technical resources but they should not use them for social issues
 - d. None of the above
12. Conducting activities in a way that allows for the long term well-being of the environment.
- a. Environmentalism
 - b. Green energy
 - c. Pollution control
 - d. Sustainability
13. The "green revolution" can be used by business firms to increase sales
- a. True
 - b. False

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: **Western New Mexico University (WNMU)**
Department: **School of Business**
Course Number, Title, Credits: **ECON 200 Basic Economics: Private Enterprise (3 Credit Hours)**
Co-requisite Course Number and Title, if any:
Is this application for your system (ENMU, NMSU, & UNM)? **NO**
Name and Title of Contact Person: **Miguel Vicens Associate Dean School of Business**
Email and Phone Number of Contact Person: **575-538-6403 miguel.vicens@wnmu.edu**

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for Social and Behavioral Sciences

BSAD 100 Introduction to Business

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

Communication, Critical Thinking, Personal Responsibility

Institution-specific Student Learning Outcomes

Upon successful completion of the course, the student will be able to 1. Gain and demonstrate a contextual understanding of economic terms and concepts. 2. Recognize and analyze common economic issues, which relate to individual markets and the aggregate economy. 3. Learn basic economic principles that influence global trading and challenges relating to globalization. 4. Outline the implications of various economic policies on individuals and on economies. 5. Demonstrate ability to use diagrams and graphs to explain economic principles, policies and their applications. 6. Appreciate and understand how individual decisions and actions, as a member of society, affect economies locally, nationally and internationally. 7. Explain the roles of governments in influencing buyer and seller behavior in the market and how government failure occurs when intervention fails to improve or actually worsens economic outcomes.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

METHODS OF ASSESSMENT:

1. Will include examinations, quizzes, and homework.
2. Be a part of the improvement of the course by evaluating ways to improve instruction and evaluate instructor.

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will Implement foundational concepts of management and explain management roles ,Illustrate management skills, Analyze and interpret data to make decisions, and Synthesize information from applicable disciplines and management concepts.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will Demonstrate proficiency in the accounting process, Analyze and interpret data to make decisions, and Synthesize information from marketing and applicable discipline.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.


E. Supporting Documents

Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

This course meets institutional standards for general education.



Signature of Chief Academic Officer

10/25/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date



ECON 200
(ECON 1110 in NM Common Course Numbering Matrix)
Basic Economics: Private Enterprise
3 credit hours

Professor: **Dr. Francisca Reyes**

Phone: **575-538-6326**

Email: **Francisca.Reyes@wnmu.edu**

Office Location: **Light Hall #107**

Office Hours: **Mondays and Wednesdays from 11 a.m. to 12 p.m. (noon) and from 2 p.m. to 4 p.m. and also by appointment.**

COURSE DESCRIPTION:

Basic economic concepts and principles of the private enterprise system from a non-technical view; includes current economic occurrences and problems as the examples for learning and applying the concepts. (Area IV) (3)

COURSE OBJECTIVES:

Upon successful completion of the course the student will be able to:

1. Gain and demonstrate a contextual understanding of economic terms and concepts.
2. Recognize and analyze common economic issues which relate to individual markets and the aggregate economy.
3. Learn basic economic principles that influence global trading and challenges relating to globalization.
4. Outline the implications of various economic policies on individuals and on economies.
5. Demonstrate ability to use diagrams and graphs to explain economic principles, policies and their applications.
6. Appreciate and understand how individual decisions and actions, as a member of society, affect economies locally, nationally and internationally.
7. Explain the roles of governments in influencing buyer and seller behavior in the market and how government failure occurs when intervention fails to improve or actually worsens economic outcomes.

REQUIRED TEXT AND MATERIALS:



Essentials of Economics, 10ed; Schiller, Bradley, R. with Karen Gebhardt; McGraw Hill, 2016.
ISBN: 978—1259696008.

PREREQUISITES: NONE



WNMU PROGRAM OUTCOMES:

Management Program Outcomes

1. Implement foundational concepts of management and explain management roles - INTRODUCED
2. Illustrate management skills - INTRODUCED
3. Analyze and interpret data to make decisions - INTRODUCED
4. Synthesize information from applicable disciplines and management concepts – INTRODUCED

Accounting Program Outcomes

1. Demonstrate proficiency in the accounting process - INTRODUCED

Marketing Program Outcomes

3. Analyze and interpret data to make decisions - INTRODUCED
4. Synthesize information from marketing and applicable disciplines - INTRODUCED

MEANS OF ASSESSMENT:

How the student’s achievement of the above academic outcomes will be evaluated:

Assessment Means	Outcomes Assessed	How Counted in Final Grade
Quizzes	1-8	20%
Homework	1-8	20%
Exam 1	1,2	15%
Exam 2	5	15%
Exam 3	3,4	15%
Exam 4	6,7,8	15%
	Total	100%

Each student is responsible for monitoring his/her grade in the class. The student can ask for revision of it, but after this period the grade will be final, without exception.

Grading will be based on a regular percentage scale as follows:

- 90-100% =A
- 80- 89% =B
- 70- 79% =C
- 60-69% =D
- 59% or below =F

QUIZZES:

Quizzes will consist of multiple choice questions. **There are no make-ups.**

HOMEWORK:

Homework assignments will also be done through CANVAS. Some of the homework assignments will consist of multiple choice questions and others of problems. We will have writing assignments, so you will be informed of those when needed. **There are no make-ups for missing homework assignments.**

EXAMS:

Exams will consist of multiple-choice questions mostly. There will be 4 examinations given during the semester.

Dates are subject to change. The dates will be announced in class within two weeks before the exam.

COURSE EXPECTATIONS

You are taking this class online and there are several expectations for the course.

1. Review canvas on a **daily** basis, not only for assignments, but announcements.
2. Do your work ahead of time, so the day of the deadline, you have time to solve technical problems.
3. If the weather is bad, please try to do your work ahead of time, so you can prevent disruptions on your internet service.
4. Make sure you have access to Microsoft Office (Word, Excel, PowerPoint, etc.) since you will need to prepare a lot of documents.
5. Communicate with the instructor on a regular basis, do not wait until the next minute to address problems or questions.

INFORMED CONSENT

Some individuals may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what others have discussed in class.

PROFESSIONALISM

Students are learning professional skills and are expected to engage in class discussions, complete reading assignments, and meet deadlines.

DISABILITY SUPPORT SERVICES

Services for students with disabilities are provided through Disability Support Services Office (DSS) in the Juan Chacon Building. Services include, but are not limited to: alternate text, assistive technology information, campus housing arrangements, campus accessibility, new student orientation, testing accommodations, advocacy, or assistance with any other campus disability-related needs. (Available to all WNMU students). In order to qualify for these services, documentation must be provided by certified health care professionals. Please contact the Coordinator of Disability Support Services and Advisor for students with disabilities located in



Student Health Services. (JoBeth Erling,
MSW(p)575.538.6138(f)575.538.6017,erlingj@wnmu.edu)

COMMUNICATION POLICY STATEMENT REGARDING OFFICIAL EMAIL

WNMU’s policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

Example: Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com

Martin would follow the direction provided at <http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm>

ACADEMIC INTEGRITY POLICY AND PROCEDURES:

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain” (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions.

Penalties for infractions of academic integrity in this class are as follows:

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Faculty Handbook, 2008).

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student’s knowledge” (WNMU Faculty Handbook, 2008).

The minimum penalty for infractions of academic integrity is an F in the class. Other Academic actions could be taken, depending on the severity of the misconduct.



Number	Assessment Description
	Assignments are described on Canvas. Check Canvas regularly
1.	Media Exercise: Supply & Demand curve, causes of shift (news article).
2.	In Class Debate: Which products, if any, have a perfectly inelastic demand?
3.	Essay: Scarcity, Opportunity Cost and Marginal Decision-Making
4.	Circular Flow Exercise
5.	Applying the PPF Exercise
6.	Using Resources Efficiently Exercise
7.	Essay: Subjective Value, Market Transactions
8.	Comparative advantage and gains from trade Exercise
9.	Demand Exercise
10.	Supply Exercise
11.	Supply and Demand Exercise
12.	Individual and Market Supply and Demand Exercise
13.	Price Controls, Exercise
14.	Utility exercise
15.	Calculating Elasticity Exercise
16.	Utility, Budget Constraints, and Consumer Choice Exercise
17.	Essay Market Structures
18.	Perfect Competition v. Monopoly Exercise
19.	Monopolistic Competition Exercise
20.	Oligopoly Exercise
21.	Resource Markets, Labor, Capital Exercise
22.	Market Failure and Government Intervention Exercise

ECON 200- Assessment 1

We will be watching a series of 10 short videos (cartoons) that explain what an economy is and how economies can develop and grow. If you'll recall, I mentioned that some countries have rich resources, but no economic system in which to allocate those resources efficiently. The first video is an example of that:

Foundations of Wealth Video 1 (Links to an external



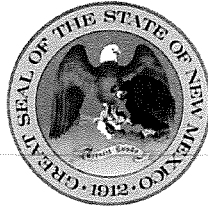
site.)Links to an external site.

Your assignment is to watch the video (it is just under 11 minutes) and summarize the main points. This assignment should be no more than one page typed and double spaced.

Turn your assignment in here by next Wednesday night.

General Education Area V: Humanities

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution Central New Mexico Community College
Department Applied Technologies
Course Number, Title, Credits Film 2010 Film History
Co-requisite Course Number and Title, if any none
Is this application for your system (ENMU, NMSU, & UNM)? no
Name and Title of Contact Person Jim Graebner, Instructor, Applied Technologies
Email and Phone Number of Contact Person jgraebner@cnm.edu

Was this course previously part of the general education curriculum?

- Yes No

This course will fulfill general education requirements for (check all that apply):

- AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications Mathematics Science Social & Behavioral Sciences
Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

- Communication Critical Thinking Information & Digital Literacy
Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

List approved common course Student Learning Outcomes

Institution-specific Student Learning Outcomes

1. Explain how creative points of view from around the world during different points in history have been incorporated in the work of major film directors.
2. Present examples of cultural influence on the development of cinematic narrative.
3. List the major technological changes that have taken place every decade in the last hundred years that have determined the way films have been made.
4. Summarize film and media business environments in the world as well as New Mexico.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students demonstrate genre and medium awareness via written and verbal presentations of their points of view, acknowledging and explicitly discussing genre and medium characteristics' inherent influences on cinematic presentations. The attached assignment asks students to look beyond the surface characteristics of a particular style of film, to the implied messages resulting from knowledge of the particular historic context in which the film exists. This will require them to move from the fictional realm of film to the historic realities; that is, to consider how art imitates life.

Students will evaluate and produce arguments related to their, personal interpretation of film; defending their opinions versus others, since no two interpretations will be alike. This will include in-class discussions of contrasting interpretations presented by other students, as well as other scholarly interpretations.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students apply problem setting by formulating questions to generate a thesis for their Movie of the Week assignment (see attached assignment), as well as others throughout the course. Students will acquire evidence by addressing questions about a particular film milieu, which leads to analyzing how specific shots, lighting, scenery, and other production features mark a film as characteristic of expressionism, realism, etc., as opposed to other film styles. Students will consider and describe why a movie is characteristic of one style and not another, drawing upon professional sources for their information.

Students will differentiate relevant from irrelevant information and fact from opinion as part of this exercise. Instructors will assess student learning using a grading rubric that evaluates how critical thinking was used in their project (see attached sample rubric). The rubric will address the students' ability to present a clear thesis, which is a key element of critical thinking.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Film is uniquely suited to addressing intercultural reasoning and is an excellent tool for building intercultural competence. As an example, the sample assignment provided with this application focuses on the expressionist film style, which is rooted in post WWI Germany. When analyzing film to determine its style, students must rely upon intercultural reasoning and intercultural competence. What were the cultural influences in post WWI Germany giving rise to the expressionist style? By analyzing the cultural context of various historic and modern cinematic styles, students gain knowledge of cultural worldview frameworks, and the role other cultures have had, on shaping film production. As students complete assignments such as the Expressionist Movie of the Week, they will be led to reflect on their own era and culture and how it shapes current cinema, just as cinema has historically been shaped by its time and place.

During a peer review of drafts for the Expressionist Movie of the Week and other projects, students will engage in collaboration skills, teamwork and value systems as they listen, deliberate, negotiate, consensus build, and productively use conflict to access each other's writing. Collaboration and teamwork a key competencies for the film industry, and this is carried throughout this course.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

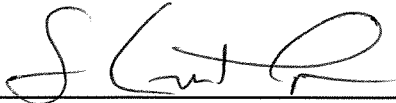
E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

[Link to Institution's General Education Assessment Plan](#) Click here to enter text.

This course meets institutional standards for general education.



Signature of Chief Academic Officer

11/6/18

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

FILM 2010

FALL 2018 CRN 74820 Name: _____

EXPRESSIONIST MOVIE OF THE WEEK
(WEEK 4)

Shortly after WWI German Expressionism had an impact on moviemaking that continues to this day with an emphasis on how emotions influence what is seen by actors in a film with the result that a director's inward vision distorts the notion we know as Realism. Please answer the questions below, including a discussion of historical context where appropriate. Remember to cite any references that you draw upon and be prepared to discuss your interpretation in class.

1. Discuss a recent director who is an heir to expressionist filmmaking and explain why you came to this conclusion:
2. Describe a film that represents this person's work, and what expressionist elements it incorporates:
3. Name the genre this film would be listed under. How widely has expressionism influenced this genre?
4. Analyze the visual elements that support the expressionist style, giving specific examples from the film you described in #2:
 - a. Camera shots (angles, movement, focus, frame):
 - b. Lighting:
 - c. Scenery:
 - d. Special effects:
 - e. Cutting:

Expressionist Film Grading Rubric

Category	Missing (0)	Novice (1)	Emerging (2)	Developing (3)	Proficient (4)
Introduction: Presents a clear focus/thesis demonstrating clear understanding of the expressionist film style (ES: communication).					
Development: Assignment reflects an ability to discern the nuances differentiating one film style from another, using historic contextual information as part of discussion (ES: critical thinking, personal and social responsibility)					
Writing: Demonstrated effective written communication skills in terms of overall flow, grammar, and absence of errors.					
Formatting and citation: Uses appropriate formatting and APA or MLA citation style. (ES: Information and digital literacy)					

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	New Mexico Highlands University
Department	English and Philosophy
Course Number, Title, Credits	Philosophy 100: Introduction to Philosophy, 3 Credits
Co-requisite Course Number and Title, if any	
Is this application for your system (ENMU, NMSU, & UNM)?	
Name and Title of Contact Person	Dr. Brandon Kempner
Email and Phone Number of Contact Person	bkempner@nmhu.edu 505-454-3286

Was this course previously part of the general education curriculum?

Yes No

This course will fulfill general education requirements for (check all that apply):

AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

Philosophy **115**: Introduction to Philosophy. SLOs taken from: Introduction to Philosophy – 100 level, on page 14 of the New Mexico Common Philosophy Courses December 2017 packet

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
<http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx>)

1. Comprehend and differentiate between various philosophical approaches to questions within fields such as metaphysics, epistemology, ethics, and aesthetics. 2. Critically evaluate various philosophical arguments and positions.

Institution-specific Student Learning Outcomes

None

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

N/A for this course

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

As a survey of Western philosophy from the ancient Greeks to existentialism, including a unit on formal logic (syllogisms and fallacies), the entirety of the course is focused on critical thinking. Students read primary works by philosophers, hear background on those philosophers via lecture, and then work to apply philosophical concepts in class discussions. The learning outcomes of the class focus extensively on the idea of critical thinking: "Critically evaluate various philosophical arguments and positions." Students build these skills by participating in class discussion, where they will be asked to apply Plato's, Aristotle's, Kant's, Hegel's, Sartre's, etc.'s, philosophical viewpoint to a series of real-world problems, such as the role of art and censorship in society, the nature of right and wrong, how crime should be handled, and so forth.

Students are formally assessed on their ability to apply philosophy via short answer and long answer essay questions on regular exams. The Intro to Philosophy course has a number of short exams given every 2-3 weeks, which forces students to engage with all the philosophers and different philosophical theories. For short answer questions, they respond to brief prompts from the professor asking them to apply a philosophical concept to a given issue; in the long answer essay, they have more freedom to state and apply philosophical concepts to a broader social question.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A for this course

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

As stated above, this course provides an overview of Western philosophy from the Ancient Greeks to the present. As part of that overview, the course has numerous readings, class discussions, and assessments of the topics of ethics, as advanced via Plato, Aristotle, and many others. Since ethics and personal and social responsibility is an explicit interest of much of the reading material, classroom discussions inevitably focus on ethical issue. The class directly addresses such classical ethical positions as Kant's categorical imperative, Plato's concept of the perfect state, and Sartre's focus on the liberated individual.

Students are asked to apply these ideas to a variety of situations in class discussion, and then formally assessed on these concepts via exams, which contain both short answer and long answer essay questions that ask them to apply specific ethical concepts to a variety of situations.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students are tasked with reading a set of difficult philosophical texts and then extracting usable ideas from those texts. Much of the class time is dedicated to close reading, engaging in the practice of how you look at what is written on the page, process the idea, and then apply those ideas; these are the basics concepts of research. As stated in the rubric provided by the state, "Students evaluate types of authorities and integrate new perspectives and alternative authoritative voices." In Intro to Philosophy, students are required to evaluate different philosophers and then integrate those perspectives into their analysis.

Given the difficulty of the material, the course teaches information literacy through classroom discussion and then assesses that achievement through exams. The short and long answer essay questions force the students to apply philosophical concepts to specific prompts, which allows the professor to assess whether or not they have properly understood the material at hand.


E. Supporting Documents

Sample Course Rubric Attached (recommended) Sample Assessment Attached (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <http://www.nmhu.edu/wp-content/uploads/2018/10/NMHU-General-Education-Assessment-Guidelines.pdf>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Sample Assessment
NMHU Introduction to Philosophy

Exams for Intro to Philosophy consist of three parts: multiple choice questions (to test reading comprehension), short answer, and long answer essays. The short and long answer essays are designed to specifically address the three essential skills:

- Information Literacy (do students understand the philosophical ideas?)
- Critical Thinking (can students apply a philosophical idea?)
- Personal and Social Responsibility (can students apply philosophical ideas to an ethical question?)

Examples taken from
Exam #2: Socrates, Plato, Aristotle

Short Answer Essays:

1. Why does Socrates refer to himself as a gadfly? In 3-4 sentences, explain what changes Socrates is hoping to make in Athenian society by being a gadfly?
2. Would Plato be for or against the censorship of offensive art? Explain your answer in 3-4 sentences.
3. In 3-4 sentences, summarize Aristotle's concept of "virtue ethics."

Long Answer Essay:

Socrates, Plato, and Aristotle all had distinctly different ideas about social responsibility and the relationship between the individual and the state. Does the individual have a fundamental responsibility to serve the good of society? How so? Write a 5-paragraph essay with an introduction, a conclusion, and one paragraph each on Socrates, Plato, and Aristotle, and discuss how each views the responsibility of the individual to the state, and then discuss the strengths and weaknesses of their version of social responsibility.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	HUM
Course Number, Title, Credits	HUM 176, Applied Liberal Arts & Sciences 1, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	Kate Oubre
Email and Phone Number of Contact Person	Katherine.Oubre@wnmu.edu (575) 538-6524

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

This is a unique course that does not fall within Common Course Numbering System.

List all learning outcomes that are shared between course sections at your institution.

Course Objectives:

A. This course provides an intellectual foundation for exploring and understanding the four philosophical questions underpinning WNMU's Applied Liberal Arts and Sciences program (ALAS):

- What is Truth?
- What is Justice?

- What does it mean to be Human?
- How should we Live?

By the end of the course, students should be able to apply these questions to both the course content and to their lives in a reflective manner.

B. Students will practice, apply, and improve 4 of New Mexico's 5 essential skills assessed in this course, demonstrating basic competency as follows:

Communication:

Consistently demonstrates the ability to

1. explain content thoroughly
2. use a logical structure to convey content
3. follow standard English conventions, though there may be grammar/punctuation errors.

Critical Thinking:

Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.

Information Literacy:

Consistently demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.

Personal and Social Responsibility:

Consistently demonstrates ability to engage in critical inquiry through ethical reasoning while recognizing and utilizing civic discourse.

All ALAS courses agree to the following learning outcomes:

1. Actively participate in helping students develop a WNMU ALAS liberal arts foundation
2. Provide discipline-specific context for the Big Questions
3. Model how to think about these Big Questions within the context of the course
4. Consistently ask students to reflect on the questions (at least 2-3 times during the course)

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Throughout the course, students will read, evaluate, and analyze texts from different genres and disciplines across human history in class discussions/activities and written assignments. They will examine changes over time in conventions as well as ideas. Students will create four major projects/essays that follow a variety of generic conventions to synthesize the literary and philosophical texts in response to one or more of the four “Big Questions” and show how this literary/philosophical history applies to their lives and to their future academic coursework and ultimately their career. Additionally, they will continually reflect on and communicate their observations on the liberal arts foundation as well as the four critical skills. While this is not a strictly Communication course, students will become more familiar with rhetorical situation including awareness of and attention to rhetorical context, audience, and purpose and will be expected to follow standard academic English conventions in their communication. Students are encouraged to explore different media platforms for constructing and presenting their major projects. All required projects include Communication assessment (see attached sample assessment).

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will be required to practice and hone their critical thinking skills in their daily reading and class activities through close reading strategies, discussion, and debate. Students must also make connections across time, place, and text, and reflect this synthesis on a number of different assignments from daily work to the major course assignments. Additionally, they will be required to APPLY these foundational texts and ideas to their own lives, showing how these 4 Big Questions are relevant to them today and in the future. They will also practice identifying and utilizing quality evidence to support claims and explaining their reasoning in reaching their conclusions. All required projects include Critical Thinking assessment (see attached sample assessment).

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Ethics lies at the foundation of this ALAS core course. The course curriculum provides a historical lens into the development of ethical reasoning, which will be discussed in nearly every class period whether the reading is philosophical or literary in discipline. Crossing time and cultures, course content will require students to examine their own value systems and to understand and respect other cultural viewpoints and practices. Students practice civil discourse and engagement in class discussion/activities as well as major projects. In applying the 4th liberal arts foundation, the 4th Big Question, “How Should I Live,” students will necessarily engage in, examine, and debate issues of sustainability in relation to the natural and human worlds. As part of the ALAS core foundation, students will regularly reflect on their work in class and their developing skills in collaborating and participating in the civic environment of the class. Coursework includes four self-reflection assignments that include Social/Personal Responsibility assessment.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Humanities 176 provides students with a strong foundation in the 4 Big Questions that will assist them throughout their college career in evaluating a variety of texts, sources, and messages. While it is not a research-based class, class discussions, activities, and assignment emphasize student intellectual engagement that promotes research as inquiry. "What is Truth?" in particular will be a primary focus for this course, as students will need to be able to deconstruct messages in order to determine an author's use of facts, opinions, and inferences. Students will practice incorporating and documenting textual evidence appropriately to support claims. Students will learn how to use and navigate Canvas as a required part of Humanities 176. All required projects include Information Literacy assessment (see attached sample assessment).

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer,

Date

William J. Crocker, VPAA

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Humanities 176 Final Exam

Due Monday, December 10 (11:59 pm)

- **This assignment is open book and open notes.**
- **Students may use the Writing Center and Humanities 176 supplemental instructors in preparing to submit this final exam.**
- **All assignments must be submitted in Canvas as a .docx or .pdf and will be checked for plagiarism through turnitin.com.**
- **Canvas course will close at 11:59 pm and you will no longer be able to submit your final exam for credit. WORK AHEAD!**

Write a 750-1000 word essay addressing the following prompt:

How has the course content of Humanities 176 influenced your thinking about one of the first three “big questions” *in addition to* “How Should I Live”? How can you apply this foundational knowledge in your future (academic/career/life)?

Your essay must have the following to meet the minimum requirements for this assignment:

- Introduction with a main point/thesis/argument that clearly answers the question
- It must address one of these big questions AS WELL AS How should I live (required for all):
 - What is Truth?
 - What is Justice?
 - What does it mean to be Human?
- It must clearly address HUM 176 course content from the entire semester.
- 3-5 substantial body paragraphs that cover the evolution of an idea across all course “units.” Each body paragraph must include
 - Topic sentence
 - Supporting evidence from the book/supplemental materials provided in Canvas and/or by your instructor (with proper APA documentation)
 - Explanation of how this evidence supports the topic sentence
 - Concluding sentence
- Concluding paragraph
- APA References page at the end (that’s not included in the word count.) While you are not required to use outside research for this assignment, you must use at least one important text from each unit to help you support your points and overall argument.

Final Exam Rubric						
Criteria	Ratings					Points Earned
Outcome Communications	5.0 pts Excels in communicating thorough content and presenting it in a compelling structure with few errors.	4.0 pts Consistently demonstrates the ability to 1. explain content thoroughly 2. use a logical structure to convey content 3. follow standard English conventions, though there may be grammar/punctuation errors.	3.0 pts Demonstrates the ability to 1. explain content thoroughly 2. use a logical structure to convey content 3. follow standard English conventions, though there may be grammar/punctuation	2.0 pts Demonstrates only basic content and/or has significant difficulty with structure and/or conventions.	1.0 pts Does not communicate basic content in a logical, clear, or readable product (written or oral medium)	/5
Argument	15.0 pts <i>Essay provides a clear and compelling argument with a solid thesis that is supported effectively throughout the essay.</i>	13.0 pts <i>Essay provides a clear argument with a strongly stated thesis that is supported in the essay.</i>	11.0 pts <i>Essay provides a basic argument with a stated thesis that is supported in the essay.</i>	9.0 pts <i>The argument is not clear and/or is not supported in the essay.</i>	7.5 pts <i>The essay does not appear to have a thesis or main idea but is rather a series of different points that don't seem connected.</i>	/15
Evidence	20.0 pts <i>Essay utilizes extensive, specific, and relevant textual evidence from 3-4 sources (plus course materials) to support thesis and main points of the project</i>	17.0 pts <i>Essay utilizes relevant specific textual evidence from 2-3 texts (plus course materials) to support thesis and main points of the project</i>	15.0 pts <i>Essay utilizes relevant if basic textual evidence from several outside sources as well as course materials to support thesis and main points of the project</i>	13.0 pts <i>Essay utilizes some textual evidence from at least several sources, but the selection of evidence may be general or less relevant to the thesis and main points.</i>	11.0 pts <i>Essay utilizes some textual evidence but it may be too general to be effective or the presentation may not come from quality sources or a variety of sources.</i>	/20
Structure	20.0 pts <i>The essay is well organized to show connections across time and to help the reader follow the logic of the thesis</i>	17.0 pts <i>The essay is well organized to show important connections across time</i>	15.0 pts <i>The essay follows a logical organization that shows connections across time</i>	13.0 pts <i>The essay's organization shows general or basic connections across time</i>	11.0 pts <i>The essay's organization is very difficult to follow</i>	/20
Written Communication	10.0 pts <i>Essay follows essay and writing conventions in a mature and sophisticated manner.</i>	8.5 pts <i>Essay follows essay and writing conventions effectively, though there may be a few errors</i>	7.5 pts <i>Essay follows basic essay and writing conventions, though errors in formatting, grammar, or other areas may be found throughout.</i>	6.5 pts <i>Although the document follows some essay/writing conventions, the document is difficult to follow due to consistent errors.</i>	5.0 pts <i>Essay does not follow fundamental essay/writing conventions.</i>	/10

Critical Thinking	5.0 pts Far Exceeds Standard: Excels in critical thinking by raising important and big questions and by conducting research above and beyond course requirements.	4.0 pts Exceeds Standard: Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.	3.0 pts Meets Standard: Demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.	2.0 pts Approaches Standard: Inconsistently demonstrates critical thinking and/or engagement with the course material.	1.0 pts Falls Far Below Standard: Does not demonstrate critical thinking skills.	--
Analysis	15.0 pts <i>Thorough analysis is provided to show how evidence supports claims</i>	13.0 pts <i>Strong analysis is provided to show how evidence supports claims</i>	11.0 pts <i>Although the analysis may be a bit general at times, the project overall clearly explains how evidence supports claims</i>	9.0 pts <i>Basic analysis is provided to show how evidence supports claims</i>	7.5 pts <i>Little analysis is provided to connect evidence to claims</i>	/15
Information Literacy	5.0 pts Far Exceeds Standard: Excels in demonstrating information literacy by delving into more sophisticated content and/or creating a more sophisticated application, explanation, and/or interpretation of research.	4.0 pts Exceeds Standard: Consistently demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.	3.0 pts Meets Standard: Demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.	2.0 pts Approaches Standard: Demonstrates only basic information literacy skills. The research, interpretation, explanation, and/or application is overly general or simplistic.	1.0 pts Falls Far Below Standard: Does not demonstrate basic information literacy in research, interpretation, explanation, and/or application.	--
Description of criterion	15.0 pts <i>Essay follows proper APA format, including citations and the References page.</i>	13.0 pts <i>Essay mostly follows proper APA format, including citations and References page.</i>	11.0 pts <i>Essay attempts to follow APA format, including citations and References page.</i>	9.0 pts <i>Essay makes an effort to document sources both in the text and in a Reference page, but it's not clearly APA format.</i>	7.5 pts No Marks <i>Project does not properly cite sources in any logical format.</i>	/15

HUMANITIES 176
Our Search for Meaning: A Humanistic Overview
Fall 2018 Syllabus

CRN 12885

Class times: Monday & Wednesday 2:00 p.m. - 3:15 p.m.

Instructor: Prof. Jacquie Nichols **Email:** nicholsj1@wnmu.edu

Office: Bowden Hall, Room 211 **Office Hours:** 3:00-4:30 Tuesday &
MAIN CAMPUS Thursday and by appointment

Office phone: (575) 538-6644

IMPORTANT NOTE: If you are currently enrolled in ENGL 097, it is strongly advised that you drop this class and take it after you have completed ENGL 097.

Course Catalog Description:

Interdisciplinary examination of the origins of the planet, life on earth, and humanity up to the Renaissance. Students will engage in all five essential skills as they explore the big ideas and milestones of our human past: Communication, Quantitative Reasoning, Critical Thinking, Personal and Social Responsibility, and Information Literacy.

Required Texts and Materials:

The Epic of Gilgamesh. Trans. Stephen Mitchell. Atria Books, 2006. ISBN: 978-0743261692

Orwell, George. *1984*. Berkley, 2003. ISBN: 978-0452284234

Shelley, Mary. *Frankenstein*. NY: Penguin Classics, 2003. ISBN: 978-0141439471

Humanities 176: Our Search for Meaning: A Humanistic Overview Course Reader (available ONLY through WNMU bookstore)

Course Objectives:

A. This course provides an intellectual foundation for exploring and understanding the four philosophical questions underpinning WNMU's Applied Liberal Arts and Sciences program (ALAS):

- What is Truth?
- What is Justice?
- What does it mean to be Human?

- **How should we Live?**

By the end of the course, students should be able to apply these questions to both the course content and to their lives in a reflective manner.

B. Students will practice, apply, and improve 4 of New Mexico’s 5 essential skills assessed in this course, demonstrating basic competency as follows:

Communication:

Consistently demonstrates the ability to

1. explain content thoroughly
2. use a logical structure to convey content
3. follow standard English conventions, though there may be grammar/punctuation errors.

Critical Thinking:

Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.

Information Literacy:

Consistently demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.

Personal and Social Responsibility:

Consistently meets course requirements for attendance, meeting deadlines, and being a respectful and active class participant.

Academic Integrity Policy and Procedures: Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include “any behavior that misrepresents or falsifies a student’s knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain” (WNMU Faculty Handbook, 2008). Generally violations of the academic integrity include cheating and plagiarism. Refer to the catalog pages 60-61 for definitions.

Penalties for infractions of academic integrity in this class are as follows:

Plagiarism: “the intentional or unintentional representation of another’s work as one’s own without proper acknowledgement of the original author or creator of the work” (WNMU Faculty Handbook, 2008).

Except in limited cases, it is impossible to write a college paper, or even answer an essay question, without using the words or ideas of someone else. In most cases, we even want you to do so. However, you cannot simply write down those words or ideas, because if you do, that is the same as telling the reader that they are your own, and that amounts to stealing, whether you meant to do so or not. For the purposes of this class, if

you use someone else’s words or ideas, tell your readers directly whose words or ideas you are using, and the publication or other source from which they came. If you use the exact words of someone else (more than two words together), you must put them in quotation marks and credit your source. It is also dishonest to change the words of a source without changing the sentence structure of the source or without giving that source credit by name and title. This course will utilize APA (American Psychological Association) documentation, which we will go over in class

If you plagiarize, intentionally or unintentionally, your instructor will call you in on your first offense, discuss the nature of that offense, and allow you to re-write the assignment, correcting every instance of plagiarism. She will take no other action. If you still leave plagiarism in the re-written paper, or if you plagiarize a second time, you will earn a zero for the assignment and be reported to the Academic Integrity Panel (AIP). If you plagiarize a third time, you will earn a zero for the course and be reported to the AIP.

Cheating: “using or attempting to use unauthorized materials...and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student’s knowledge” (WNMU Faculty Handbook, 2008).

The person who has cheated will earn a zero on the assignment for the first offense; the instructor will report the second offense to the Academic Integrity Panel (AIP). If a student is providing another student with answers, that student will be penalized the same as the person receiving the answers.

Assessment/Evaluation and Grading Scale:

Final Grade: A = 90 - 100%; B = 80 - 89%; C = 70 - 79% (C is the minimum passing grade for both courses); D = 60 - 69%; F = 0 - 59%

Grade breakdown:

Daily coursework (attendance, participation, quizzes, surveys)	20%
Unit 1 Project	20%
Mid-Term	20%
Unit 3 Project	20%
Final	<u>20%</u>
	100%

For Humanities courses at WNMU, an Incomplete (I) is only available in emergency situations and a student needs to have completed at least 75% of the coursework to be eligible. Incompletes are granted at the instructor’s discretion.

Assignments will be graded in our Canvas course. Please keep track of your grades to monitor your progress throughout the class. Look in “Grades” on the left link in our Canvas course.

Attendance and Late Policies

Attendance is critical to your success in college. We all work better when we interact with other writers in a positive and supportive environment, which also means that we meet deadlines, come to class with materials prepared to discuss our work. Attendance will be taken at both Monday lectures and Wednesday discussions.

You are allowed 2 unexcused absences. Work that is due on a day you are absent is not excused; you still need to submit according to deadlines on Canvas. It is your responsibility to notify your instructor of excused absences and to arrange make-up work.

After your third unexcused absence and for all subsequent absences, your attendance and participation grades will be lowered accordingly. If your absences are significant, your instructor may advise you to withdraw from the class. This is a required 3 credit hour class, and a W or a D/F could significantly affect your financial aid and your standing at the university, so attend class!

Whether or not you are present, you are always responsible for knowing what goes on in class.

- First, look at Canvas! It provides great information including the recorded lectures, course materials, discussion questions, and homework assignments.
- Second, contact your instructor
- Third, talk to your classmates and ask them for assistance and information.

Tardy policy: Tardiness to class results in a lowered daily attendance/class participation grade.

Please contribute to discussions and class activities in a courteous and professional manner. Disruptive behavior will not be tolerated; your instructor will give only one warning, and if negative behavior persists, you may be dropped from the class.

Late formal projects/presentations will drop one grade for every day they are late—not every class period, since you can submit electronically on Canvas. This is true even if you are absent for class unless you have permission from me ahead of time or you have a documented emergency.

Regular homework/in-class work that is submitted after the Canvas assignment closes will not be accepted for grading and will earn a zero.

Disability Support Services: Services for students with disabilities are provided through the Student Health Center's Disability Support Services Office located in the Juan Chacon Building, Room 221. Some examples of the assistance provided are: audio materials for the blind or dyslexic, note takers, readers, campus guides, audio recorders, and a quiet testing area. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services forms are available in the First Year Experience Office located in the Juan Chacon Building and in the Student Health Services Office in Muir Heights 111. The Disability Support Services Office serves as Western New Mexico University's liaison for students with disabilities. The Disability Support Services Office can be contacted by phone at (575) 538-6400 or e-mail at dss@wnmu.edu.

Communication Policy Statement regarding official email : WNMU's policy requires that all official communication be sent via Mustang Express. As a result, all emails related to your enrollment at WNMU and

class communication – including changes in assignments and grades – will be sent to your wnmu.edu email address. It is very important that you access your Mustang Express e-mail periodically to check for correspondence from the University. (These mailboxes fill up quickly, and once they are full, messages sent to you will disappear. Your sender will not be notified of bounced messages. Neither will you. You will need to empty your mailbox from time to time. The system will not do it for you) **If you receive most of your email at a different address you can forward your messages from Mustang Express to your other address.**

Example: Martin Classmember was assigned a WNMU email address of classmemberm12@wnmu.edu but Martin would rather receive his emails at his home email address of martinclass@yahoo.com

Martin would follow the direction provided at

<http://www.wnmu.edu/campusdocs/direction%20for%20forwarding%20email.htm>

WNMU Policy on Email Passwords: WNMU requires that passwords for access to all of the protected software, programs, and applications will be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity shall include:

- Passwords shall contain at least six (6) characters.
- Passwords shall contain at least one capital (upper case) letter, and at least one symbol (numbers and characters such as @ # \$ % & *).
- Passwords shall be changed at least every 90 days. (8/6/08)

Forwarding E-mail from Canvas to Mustang Express: Canvas will automatically send your e-mail to Mustang Express (and from there it will go to any other address you select, as mentioned above). To tell it to do this, follow this path: WNMU Homepage > My Online Courses (Canvas) > Canvas Homepage > Profile > Notifications. Each of the preferences will have your WNMU e-mail address as a forwarding address. Notice that at the right you can set how often your Canvas e-mail will be forwarded. It is best to set all the messages on “Right Away.” Otherwise, you could fall behind.

Class Procedures for Inclement Weather:

Weather closing/delay information will be made available in the following ways:

1. WNMU web page
2. WNMU Mustang Express
3. Most local radio stations – though students should keep in mind that most local stations are automated and not locally controlled, and thus are not quick to respond to local conditions
4. TV Stations: KOAT – TV (Albuquerque), KOB – TV (Albuquerque), KRQE – TV (Albuquerque), CATS – TV (Silver City)

Every attempt will be made to have the closure or delayed opening announcements made by 6 am. Early closing or cancellation of evening classes will be announced by 3 pm.

When the weather is bad but the University remains open, some students may be unable to get to class because of treacherous conditions. Your instructor will take this into consideration. Do not risk life or limb in order to attend this class. Any work missed due to inclement weather will be due on the next period on which class is in session. If new work is due on this “return” day, both the missed and new assignments will be collected on this day.

WNMU Code of Civility

In order to promote a positive, professional atmosphere among students, faculty and staff, the following Code of Civility has been developed:

Respect: Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.

Kindness: A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.

Truth: Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.

Responsibility: Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.

Cooperation: Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.

Acceptance: Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.

Professionalism: Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

Additional Policies:

Confidentiality: Some individuals may choose to disclose personal information during class. Therefore, it is important that all class members agree not to discuss or write about what others have revealed in confidence in class.

Changes: Several times during the semester, I may add to or change the schedule. I may also change the procedures in this course. If that happens, I will do two things: 1) notify you by e-mail; 2) make the necessary change to the wording of the Schedule or Syllabus documents, so that you can make yourself familiar with the details of the change.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	Humanities
Course Number, Title, Credits	ENGL 2310, Introduction to Creative Writing, 3
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	WNMU
Name and Title of Contact Person	John Gist
Email and Phone Number of Contact Person	John.Gist@wnmu.edu (575) 538-6525

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

ENGL 2310

List all learning outcomes that are shared between course sections at your institution.

1. Students will analyze and evaluate written communication in terms of situation, audience, purpose, aesthetics, and diverse points of view. Students should: Understand, appreciate, and critically evaluate a variety of written and spoken messages.
2. Students will express a primary purpose in a compelling statement and order supporting points logically and convincingly. Students should: Organize their thinking to express their viewpoints clearly, concisely, and effectively.
3. Students will use effective rhetorical and dramatic strategies to engage, entertain, and inform the audience. Students should: Select and use the best means to deliver a particular message to a particular audience. Rhetorical dramatic

strategies include but are not limited to modes such as dramatic structure, narration, description, setting, character development, plot, theme, media and technology (electronic writing and editing, graphics).

4. Students will employ writing and/or speaking processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics. Students should: Use standard processes for generating documents independently and in groups.

5. Students will critically assess peer work in a workshop setting to establish a writing community and develop critical thinking and editing skills.

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Students will write in multiple genres (fiction, poetry, creative nonfiction, drama) to engage in genre awareness and versatility. Students will workshop their creations with peers in order to evaluate the work of others by producing valid critiques backed by reason and evidence. In the workshop process students will practice civil communication that goes beyond platitudes and into critical analysis of creative work. Students will frame critiques in such a manner that is most helpful to the writer. This requires an understanding of audience and the purpose of the critiquing process. Students will explore and employ the best rhetorical strategies to accomplish the desired outcome of a thoughtful, useful, and thorough assessment of peer work.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will learn how to structure writing in dramatic frames in order to engage audiences at the psychological/emotional level. Students will write proposals for creative projects that detail conflict, complication and resolution of the central problem in the story or poem. Students will read and analyze short stories, poems, creative nonfiction and drama in order to locate and emulate dramatic structure and effective tools of storytelling such as characterization, plot and setting. Students will discuss the work of established writers to analyze what makes dramatic writing unique. Students will analyze the use of figurative language and sensory detail in the works of professional creative writers and discuss what are the most effective measures and them employ the winning techniques in their own projects.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 250 – 500 words.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students will use electronic writing programs to compose and edit work, They may also use computer graphics to enhance their dramatic creations. They will learn how to avoid copyright issues when selecting graphics and the dangers of plagiarizing from outside sources in their own creative works. They will analyze sources and determine copyright and free use works. The workshops may be held online using Canvas or other LMS. Reading materials will be disseminated by electronic means and evaluated. Students may be asked to provide digital copies of dramatic works of others that they find particularly effective. Students will participate in a “flipped classroom” and participate on electronic discussion boards before the instructor comments on a given work.

E. Supporting Documents (required).

Syllabus Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution’s General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer,

Date

William J. Crocker, VPAA

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

English 215 Introduction to Creative Writing, 3 credits

Fall 2018

Online

CRN: 12532

Syllabus

Instructor: John Gist

Office: Online

email: John.Gist@wnmu.edu

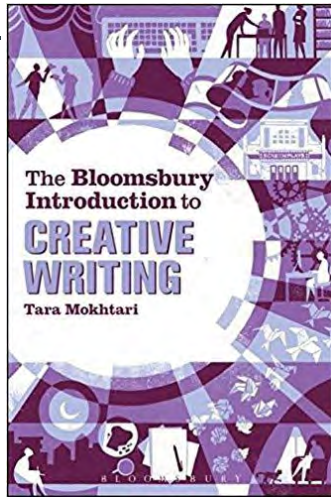
Office Hours: Virtual by Appointment (I am open and respond to emails promptly, usually within 24 hrs except on weekends and holidays)

Course Description:

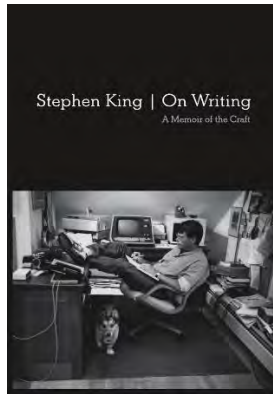
This course offers a practical and theoretical approach that introduces beginning creative writers to the elements of poetry, fiction, drama, and nonfiction, as well as the academic field of creative writing. Writing Intensive.

Students will explore at least one of the Big Questions of the Applied Liberal Arts and Sciences General Education program in at least two of their creative projects. The Big Questions are: What is Truth?; What is Justice?; What is it to be Human?; What is a Good Life? Students will explore these questions in dramatic frames that get at the questions from an emotional/psychological frame rather than a purely intellectual frame common to academic explorations of these same questions.

Required Materials:



ISBN: 978-1472578440



ISBN: 978143915681

Access to a computer and the internet.

Grading Policies:

Assignment grades: (90-100 A; 80-89 B; 70-79 C; 60-69 D)

Standard homework format: All projects, where possible, are to be word-processed in APA or MLA format, in 12-point black font such as Cambria or Courier, double spaced, stapled, and submitted on paper unless otherwise stated. Papers not in these formats will not be accepted. *Emailed papers will not be accepted. Late papers will be docked 10% per day for 4 days and then assignments becomes a 0.*

For this class, projects will take on many forms, of which the above formatting stipulations might not apply. For group projects, students will evaluate their own and others' performances in their respective groups/teams for grading consideration.

Discussion Post Requirements:

For **EACH** discussion thread, you are required to write an ORIGINAL post of 100-300 words. Don't go over or under!!

You are also **required** to write a response to **ONE** peer post. The response must be critical in nature: if you agree with the post tell exactly why and how this line of thought might go even deeper. If you disagree (this is oftentimes the easier route), explain exactly why you disagree. Multiple responses are encouraged. The idea is to get a discussion going. ***Those who respond to multiple peer post are apt to receive better participation grades at the end of the semester.***

Grading:

- Participation (measured by your attendance, discussion on Canvas, performance on homework, readings, and in-class writing): 20%
- Essays: 20%
- Creative submissions: 60%

Only the major assignments for each unit will be given a letter grade. All other assignments will receive a checkmark or complete (satisfactory), or a minus sign or incomplete (unsatisfactory). Unsatisfactory assignments will not be awarded points. Revisions that do not include substantial revisions and a description of the revisions made will not be graded as satisfactory.

Approximate grading scale for creative submissions:

A=Created, thought provoking work that institutes elements of craft and avoids the cliché. Grammar and mechanics errors are few or nonexistent. Goes beyond the assignment requirements to have an energy of its own.

B=Created work that institutes elements of craft, avoids the cliché, and shows promise for minimal revision.. Few grammar and mechanical errors.

C=Work that shows attempts at instituting elements of craft. Moderate grammar and mechanical errors.

D=Insufficient time and effort put into submission. Frequent grammar and mechanical errors. Minimum effort and disregard of craft.

F=Unsubmitted, plagiarized, or clichéd work with no attention to craft. Does not meet assignment requirements.

Course Expectations and WNMU Policies for Students

Attendance:

Online sections will be required to check into the class a minimum of three times per week.

You will get out of the course what you put into the course. You will need to be a self-starter and control your own calendar in order to meet the deadlines for the course.

Canvas Down Time and Inclement Weather:

Due to the possibility of Canvas down time or lack of connection due to inclement weather, it is important that you not wait until the last minute to finish assignments, postings, or assessments.

Posting Assignments and Discussions:

Students are responsible for posting all discussions on the Discussion Board and all assignments to the Assignments posting area. If you are having difficulty with this, it is your responsibility to contact the instructor so that s/he can get you the assistance you need to learn how to do this.

Informed Consent:

Some individuals may choose to disclose personal information during class. Therefore, it is important that all classmates agree not to discuss or write about what others have discussed in class without their permission.

Professionalism:

Students are learning professional skills and are expected to engage in class discussions, complete reading assignments, and meet deadlines as befits professional behavior.

Scholarly Writing:

Use clear college-level writing with correct spelling and grammar for all assignments. If you need help with your writing consult a *Smarthinking* writing tutor at <http://www.wnmu.edu/univ/smarthinking.shtml> ([Links to an external site.](#))[Links to an external site.](#).

Communications policy statement regarding official e-mail:

WNMU's policy requires that all official communication with the University, other than your in-class Canvas communications, be sent via Mustang Express. Emails sent to you by various WNMU departments related to your registration, financial account balance, changes in schedule, etc., will be sent to your **wnmu.edu** email address. It is very important that you access your Mustang Express email periodically to check for correspondence from the University. If you receive most of your email at a different address, you can forward your messages from Mustang Express to your personal address. To forward your WNMU e-mail to a personal e-mail address:

1. Log in to **Mustang Express**.
2. From the **My E-mail Inbox** in the center of the screen, select the small **E-mail** hyperlink (beside the envelope icon).
3. Select **Options**.
4. Select **Settings**.
5. Below **Mail Forwarding** at the bottom of the screen, type in your personal e-mail address.
6. Select **Save Settings**

WNMU policy on email passwords:

WNMU requires that passwords for access to all protected software, programs, and applications be robust, including complexity in the number of characters required, the combination of characters required, and the frequency in which passwords are required to be changed. Minimum complexity includes:

- Passwords shall contain at least six (6) characters
- Passwords shall contain at least one capital (upper case) letter, and at least one numeral.
- Passwords shall be changed at least every 90 days

Disability Support Services:

Services for students with disabilities are provided through the Student Health Center's Disability Support Services office. Some examples of the assistance provided are audio materials for the blind or dyslexic, note takers, readers, audio recorders, and special tutors. In order to qualify for these services, documentation must be provided by certified health care professionals. Disability Support Services information and forms are available by calling 575.538.6400 or emailing dss@wnmu.edu ([Links to an external site.](#))[Links to an external site.](#). The Disability Support Services office serves as Western New Mexico University's liaison for students with disabilities. wnmu.edu/studenthealth/dss/ ([Links to an external site.](#))[Links to an external site.](#)

Academic Integrity:

Each student shall observe standards of honesty and integrity in academic work as defined in the WNMU catalog. Violations of academic integrity include any behavior that misrepresents or falsifies a student's knowledge, skills or ability with the goal of unjustified or illegitimate evaluation or gain.

Generally violations of academic integrity include cheating and plagiarism. Refer to the WNMU catalog for definitions. Penalties for infractions are as follows:

For **Plagiarism**: Intentional or unintentional representation of another's work as one's own without proper acknowledgement of the original author or creator of the work:

- *1st infraction: Grade of 0 for assignment;*
- *2nd infraction: Dismissal from the class with grade of F and reported to Academic Affairs Office*

For **Cheating**: Using or attempting to use unauthorized materials and unauthorized collaboration with others, copying the work of another or any action that presents the work of others to misrepresent the student's knowledge:

- *1st infraction: Dismissal from class with grade of F and reported to Academic Affairs Office*

Course Access:

Access to online course materials will be available to students between the start and end dates listed in the class schedule.

Course Evaluation:

You are expected to complete a course evaluation to give feedback to the instructor. Please make a point to offer honest and reasonable suggestions and comments.

Need Help?

- Post your question to the Discussion Board in your online course.
- Send a question via Canvas email to your instructor.
- For **24/7 Canvas Help** call: **888.332.6994**
- Contact the WNMU **Help Desk** at helpdesk@wnmu.edu ([Links to an external site.](#))[Links to an external site.](#) or **575.574.4357**.
- Register for **IPS 010, Canvas Orientation**. This is a short, free, non-credit introduction to Canvas; no textbook is required. Once you complete the orientation activities, you can re-enter the course at any time during the semester to get additional help from the instructor as needed.
- Consult **Student Online Resources** at <http://learn.wnmu.edu/support/resstu.shtml> ([Links to an external site.](#))[Links to an external site.](#) for an online readiness assessment, Technical Requirements, Canvas tutorials and Canvas Student Guide.

Copyright:

The materials found in this course are only for the use of students enrolled in this course for purposes associated with this course and may not be retained by students in any electronic form or further disseminated or distributed to anyone not enrolled in this course without permission from the instructor.

FERPA

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part99) is a Federal law that protects the privacy of a student's education records. In order for your information to be released, a form must be signed and in your records located in the Admissions/Registrar's Office.

Withdrawal

Students deciding to discontinue class attendance and/or online participation have the responsibility for formal withdrawal from class prior to the date published in the catalog. Students may withdraw by the deadline within Mustang Express. Failure to withdraw from a class in which a student does not participate will result in an F for the course.

Tips for Success

- **Use time wisely.** You will invest as much or more time online as in face-to-face courses.
- **Use Chrome or Firefox browsers to access Canvas.** Internet Explorer is not as compatible with Canvas.
- **Log in to the course a few times a week to keep up.**
- **Ask questions often.**
- **Check your WNMU or Canvas mail often.** Your instructor sends the most important announcements to you through announcements that go through Canvas and forward to you wnmu email.
- **Bond with your peers.** Getting to know others in the course can help you study, troubleshoot Canvas, or clarify course requirements.

Disclaimer

Information in this syllabus can be changed to reflect scheduling or assignment modification. The updated syllabus will become your learning contract, so stay informed.

Code of Civility

In order to promote a positive, professional atmosphere among students, faculty and staff, the following Code of Civility has been developed:

- *Respect:* Treat all students, faculty, staff and property with respect and in a courteous and professional manner. This includes all communications, whether verbal or written. Let your actions reflect pride in yourself, your university, and your profession.
- *Kindness:* A kind word and gentle voice go a long way. Refrain from using profanity, insulting slang remarks, or making disparaging comments. Consider another person's feelings. Be nice.
- *Truth:* Exhibit honesty and integrity in your dealings with fellow students, faculty and staff members. Don't lie, don't cheat, and don't steal.
- *Responsibility:* Take responsibility for your actions. This includes gracefully accepting the consequences of your behavior.
- *Cooperation:* Exhibit a cooperative manner when dealing with students, faculty and staff so we may all work towards our common goals and mission.
- *Acceptance:* Accept differences in others, as they accept differences in you. This includes diversity in opinions, beliefs and ideas and everything else that makes us unique individuals.

- *Professionalism:* Always conduct yourself in a manner that will bring pride to your profession, to Western New Mexico University, and, most importantly, to yourself.

Student Support Services

Online Tutoring

WNMU provides Smarthinking, an online tutoring service. To access Smarthinking, go to the WNMU home page (wnmu.edu) and then open the Quick Links at the top. Smarthinking eTutoring can help with many topics.

Online Library Help

WNMU's J. Cloyd Miller Library subscribes to many e-resources that are fully accessible to online students. Visit the Miller Library home page by selecting the library's link from the Quick Links menu on the WNMU home page and use the Ask a Librarian or chat features. You can contact the reference desk at 575.538.6359.

Tech Support (Helpdesk)

If you have a technical support issue, please visit [this page. \(Links to an external site.\)](#) [Links to an external site.](#) Begin by clicking on the Non-Employees section

(1). You can check the Knowledge base (2), submit a help ticket (3), or use the Live Chat (4) (if it is offline, you can send a

Sample Assessment for ENGL 2310

	Exceeds Competencies	Meets Competencies	Falls below competencies
1. Students will plan and create projects that have dramatic frames.	The project has a clear dramatic frame that is well structured, coherent and cohesive.	The dramatic frame is present but may not have an obvious structure and may not be completely coherent and cohesive.	The dramatic structure is poorly structured and lacks cohesiveness and coherence.
2. Students will use effective dramatic strategies to persuade, inform, and engage.	The project has a clear conflict with clear complications and a clear resolution.	The conflict is not apparent or becomes apparent too late in the project. Complications and resolution to the conflict are there but may not be obvious.	The project lacks a clear conflict and thus complications and resolution..
3. Students will employ writing processes such as planning, collaborating, organizing, composing, revising, and editing to create presentations using correct diction, syntax, grammar, and mechanics.	The project shows a very conscious and deliberative description of this student's methodical writing process. The portfolio documents, though they are final versions, are evidence that this student's writing process "works."	The project shows that the writer utilizes at least a basic process and understands the value of this process in producing strong final essays, and the writer may indicate areas of weakness in writing process that are evident in the portfolio itself. The portfolio documents reflect a functional writing process.	The project may acknowledge a lack of a systematic writing process or reflect a lack of knowledge or skill in following or creating an effective individual writing process that works effectively for him/her. The portfolio documents provide evidence of a lack of a structured process.
4. Students will employ tools from the creative writers' toolbox such as character	The project effectively employs tools from the creative writers' toolbox.	The project does have elements of character building, dialogue, setting	The project lacks elements such as character building, dialogue, setting and /or plot

<p>building, dialogue, setting, plot. Etc.</p>		<p>and /or plot, but they may not be fully developed or integrative.</p>	
<p>6. Students will engage in reasoned civic discourse in order to critically assess and critique work from professional writers and peers in the writing workshop.</p>	<p>The project reflects the writer’s ability to engage in reasoned civic discourse in order to critically assess and critique work from professional writers and peers in the writing workshop.</p>	<p>The project reflects the writer’s basic ability to critically assess the creative work of others, but may not be sensitive to the writer’s intent or does not employ the proper vocabulary in communicating the assessment.</p>	<p>The project reflects the writer’s inability to engage in reasoned civic discourse in order to critically assess and critique work from professional writers and peers in the writing workshop.</p>
<p>7. The project employs figurative language and sensory detail to show rather than tell in their project.</p>	<p>The project effectively employs figurative language and sensory detail in order to show rather than tell in their project.</p>	<p>This project does comply some figurative language and sensory detail but also relies on telling rather than showing.</p>	<p>The project lacks figurative language and sensory detail and tells rather than shows/</p>

General Education Area VI: Creative and Fine Arts

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	ART
Course Number, Title, Credits	ART 107, Drawing I, 4
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	John Abbott
Email and Phone Number of Contact Person	John.abbott@wnmu.edu (575) 538-6443

Was this course previously part of the general education curriculum?

- Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

- Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

This is a **unique course** that does not fall within Common Course Numbering System.

List all learning outcomes that are shared between course sections at your institution.

Course Objectives:

- A. This course provides an intellectual foundation for exploring and understanding the four philosophical questions underpinning WNMU's Applied Liberal Arts and Sciences program (ALAS):

- **What is Truth?**
- **What is Justice?**
- **What does it mean to be Human?**
- **How should we Live?**

By the end of the course, students should be able to apply these questions to both the course content and to their lives in a reflective manner.

B. Students will practice, apply, and improve 4 of New Mexico’s 5 essential skills assessed in this course, demonstrating basic competency as follows:

Communication:

Consistently demonstrates the ability to

1. explain content thoroughly
2. use a logical structure to convey content
3. follow standard drawing instruction with an emphasis on process

Critical Thinking:

Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.

Information Literacy:

Consistently demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.

Personal and Social Responsibility:

Consistently meets course requirements for attendance, meeting deadlines, and being a respectful and active class participant.

All ALAS courses agree to the following learning outcomes:

1. Actively participate in helping students develop a WNMU ALAS liberal arts foundation
2. Provide discipline-specific context for the Big Questions
3. Model how to think about these Big Questions within the context of the course
4. Consistently ask students to reflect on the questions (at least 2-3 times during the course)

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Drawing I covers the necessary tools and techniques for art students, as well as students in other disciplines, to begin communicating their thoughts visually. This class will discuss the basic skills, techniques, and materials related to drawing with explorations in media, technique, format, and concept. Students will develop techniques, skills, and concepts related primarily to observational drawing, experimenting with less traditional strategies for making and

thinking about drawing including abstraction and non-objective imagery towards the end of the semester. A variety of approaches to the planning and execution of drawings will be covered. Emphasis will be given to observational exercises. Evaluation of a student's work is by means of individual and group critiques which assess originality, improvement, craftsmanship and general adherence to the project's guidelines. Critiques after each project will assess what was learned through the drawing process, what was successful, and what would be done differently next time. Assessing comprehension of vocabulary, formal or conceptual ideas and techniques happens during critiques as well. The student must acquire the necessary means to foster objectivity in assessing their own work to ensure an honest self-evaluation. Students turn in a final portfolio of all work at the end of the semester. Students participate in an end of the semester exhibition and assist in hanging their work for the public to see and discuss. This is often students first experience at an opening and they are encouraged to discuss their ideas and work with visitors from the university and community.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will be required to apply their critical thinking skills daily in attempting to translate the three-dimensional world onto a two-dimensional plane. They will be applying concepts we learn in class to help assist in this translation. Students will be given the tools to depict illusionistic space and three-dimensional form through an applied understanding of linear and atmospheric perspective, value, scale change, and contour lines. Students will work on assigned projects in and out of the classroom and will learn to be inventive through thinking critically about the relationship between their media and ideas. Students will be graded on how creatively they solve visual problems within the guidelines of each assignment.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students are encouraged to slow down and pay reverence to what they see in the classroom and the natural world when drawing from direct observation. The course curriculum spends ample time with the landscape, both in the production of a sustained, tonal, charcoal landscape drawing as well as an outside of class project documenting light's effect on form by producing an observational drawing of the landscape observed at two different times of day. Also included in this unit is a master copy of a landscape drawing taken from the canon of art history and replicated in proportion, media and tone of paper. Students give a short presentation on this artist at critique sharing with the class where the artist is from, what movement they belonged to, and what contributions they made towards the advancement of visual culture. Students also produce a large-scale collaborative drawing, working together on small drawings that when put together create something of significance. Critiques provide moments of self-reflection on assignments that include Social/Personal Responsibility assessment Students are encouraged to help honestly assess each other's work and objectively take responsibility for any issues in their work.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students are encouraged to approach this class as a research course. The drawing table, paper and media is their lab. Also, students are introduced to historical and contemporary art history references that are applicable to each given assignment. The "alchemy of the artist" is discussed when moving into conversations regarding abstraction. Students are encouraged to research their materials and experiment with surfaces and techniques before moving onto their finished work. The search for source material is considered research as well. Formal considerations need to be made when considering source material, regardless if it's an image or a three-dimensional object, to ensure the success of the drawing. Students will learn how to use and navigate Canvas as a required part of ART 107.

E. Supporting Documents (required).

Sample Course Rubric Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer, **W. Jack Crocker VPAA**

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

ABSTRACTION THROUGH REPETITION

OBJECTIVE: Create an abstract drawing utilizing observational methodology, although the empirical identity of your object will be lost in the drawing process. The object to be used is a hand tool. Utilizing your hand tool as source material, create a drawing which loses the identity of the tool through the process of repetition.

DIRECTIONS:

- 1) Research different kinds of paper. Take into consideration the value, texture, weight, edge, of the paper before settling on final paper for project. Be prepared to share with the class some information regarding your paper choice at critique.
- 2) Start with a linear or tonal (or combination) drawing of your object on paper from drawing pad. Larger than actual size is recommended. Fit and fill the page. Consider Jim Dines tool drawings.
- 3) Research media. Experiment to find what works and what doesn't before moving to your final drawing. Be prepared to share some of your research at critique.
- 4) On your carefully selected individual sheet of paper, repeat the drawing of your object at least 10, but more like 100 times. Overlap, superimpose, fill the page, erase extensively, and transmogrify. In the end, formal properties, or "passages", will guide the execution. Your investment of time should be evident in the finished work.

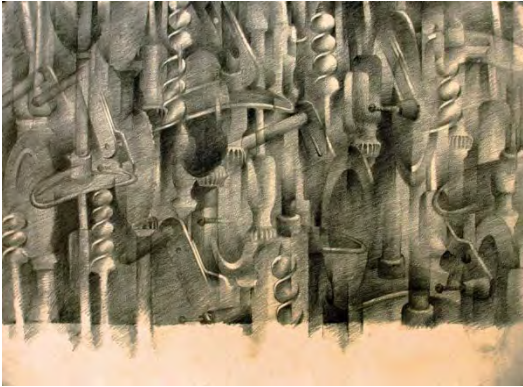
NOTES:

Recommended materials are charcoal or graphite but feel free to experiment with wet, achromatic media as well, such as ink. Choose media which allows corrections and a great deal of change. Size and format are open, but you are expected to put in the time.

This will be due for critique **Tuesday, November 17th**.

Past student examples:





Drawing I

Criteria	Distinguished 20-18 points	Proficient 17-16 points	Competent 16-14 points	Emerging 13- points	Points Earned
Presentation	Final work is clean, presentation is professional, and work is finished on time.	Presentation is of student quality and is completed on time.	Presentation approaches student quality or is late.	Presentation is sloppy, work is late or incomplete.	
Effort	Student has worked diligently and put in the necessary time and effort to produce a superior product.	Assignment objectives are met, time and effort is evident and the drawing is a success.	There is evidence of time and effort but not of success. More time is needed in preparation and analysis.	The finished product shows a lack of commitment to the goals of the assignment.	
Composition	Shows highly complex and sophisticated relationships between elements. Elements are correctly balanced.	Design elements relate satisfactorily to the whole. Space within the work is properly utilized.	Artwork struggles to achieve a unified composition. Attempt is apparent, though weak. Elemental balance is weak yet can be altered by simple corrective alterations.	Elements do not properly relate to each other or as the whole.	
Creativity	Reflects a high level of originality. Student uses line, shading or form in a highly original manner.	Reflects originality. Student uses line, shading or form in an original manner.	Drawing shows some evidence of originality. Student uses line, shading or form in a slightly original manner.	Drawing shows little or no evidence of original thought. Student does not use line, shading or form in a creative manner.	
Formal Elements/ Principles of Design	Values, proportion, line, shape are understood, changed or distorted in a highly controlled manner. Student understands principles of drawing and masters the medium.	Drawing principles understood and controlled. Values, proportion, line, shape are correct.	Artwork shows a grasp of drawing concepts but is weak as a whole. Tonal value, line, shape and proportion are understood within individual portions of drawing, but do not relate properly to the whole.	Student does not grasp basic understanding of drawing principles. Proportions are wrong, line is weak, and forms are confused or incorrectly represented.	

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution	WNMU
Department	ART
Course Number, Title, Credits	ART 251, Painting I, 4
Co-requisite Course Number and Title, if any	N/A
Is this application for your system (ENMU, NMSU, & UNM)?	N/A
Name and Title of Contact Person	John Abbott
Email and Phone Number of Contact Person	John.abbott@wnmu.edu (575) 538-6443

Was this course previously part of the general education curriculum?

Yes No

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

Communications Mathematics Science Social & Behavioral Sciences
 Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

Communication Critical Thinking Information & Digital Literacy
 Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

This is a unique course that does not fall within Common Course Numbering System.

List all learning outcomes that are shared between course sections at your institution.

Course Objectives:

- A. This course provides an intellectual foundation for exploring and understanding the four philosophical questions underpinning WNMU's Applied Liberal Arts and Sciences program (ALAS):

- **What is Truth?**
- **What is Justice?**
- **What does it mean to be Human?**
- **How should we Live?**

By the end of the course, students should be able to apply these questions to both the course content and to their lives in a reflective manner.

B. Students will practice, apply, and improve 4 of New Mexico’s 5 essential skills assessed in this course, demonstrating basic competency as follows:

Communication:

Consistently demonstrates the ability to

1. explain content thoroughly
2. use a logical structure to convey content
3. follow standard English conventions, though there may be grammar/punctuation error.

Critical Thinking:

Consistently demonstrates critical thinking skills by showing understanding of course content, asking thoughtful questions, and engaging with the course material.

Information Literacy:

Consistently demonstrates ability to conduct and evaluate basic research, understand and explain the research material, and apply that research within another context.

Personal and Social Responsibility:

Consistently meets course requirements for attendance, meeting deadlines, and being a respectful and active class participant.

All ALAS courses agree to the following learning outcomes:

1. Actively participate in helping students develop a WNMU ALAS liberal arts foundation
2. Provide discipline-specific context for the Big Questions
3. Model how to think about these Big Questions within the context of the course
4. Consistently ask students to reflect on the questions (at least 2-3 times during the course)

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Painting I addresses the necessary tools for art students, as well as students in other disciplines, to begin communicating their thoughts visually through the medium of water-soluble oils. This class will discuss the basic skills, techniques, and materials related to painting with explorations in media, technique, format, and concept. Students will develop techniques, skills, and concepts related to observational painting through traditional genres such as the landscape and still life. Students will construct their own large-scale canvas utilizing a table and miter saw and, working from the grid, produce a photo-realistic painting with an emphasis on process and color mixing. Color mixing is

essential to this class and to developing a means of communicating visually through paint. Students are permitted to only purchase two warms and cools of each of the primary colors, and white. Students learn to mix their own chromatic blacks, grays and browns and increase competency throughout the semester at color matching as it pertains to subtractive color theory. Students also experiment with less traditional strategies for making and thinking about painting including abstraction and non-objective imagery in weekly painting assignments and in a more sustained painting towards the end of the semester. With each new genre discussed, students are introduced to a variety of artists work throughout art history and the meanings or messages in the work are discussed. Evaluation of a student's work is by means of individual and group critiques which assess presentation, effort, composition, creativity, and the formal elements/principles of design. Critiques after each project will assess what was learned, what was successful, and what would be done differently next time while also assessing comprehension of vocabulary, formal or conceptual ideas and techniques. The student must acquire the necessary means to foster objectivity in assessing their own work to ensure an honest self-evaluation. Students participate in an end of the semester exhibition and assist in hanging their work for the public to see and discuss. This is often students first experience at an opening and they are encouraged to discuss their ideas and work with visitors from the university and community.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students will be required to apply their critical thinking skills in translating the three-dimensional world onto a two-dimensional canvas. They will be applying concepts we learn in class to help assist in this translation. Students will be given the tools to depict illusionistic space and three-dimensional form through an applied understanding of subtractive color theory. With a limited palette of warms and cools of each of the primary colors, students will have to think critically how to mix a desired tone and saturation of a specific color. They will also have to address the problem of how to successfully balance a composition. Students will work on assigned paintings in and out of the classroom and will learn to be inventive through thinking critically about the relationship between their media and ideas and their relationship to paintings history. Students will be graded on how creatively and successfully they solve visual problems within the guidelines of each assignment.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

N/A

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Students are encouraged to slow down and pay reverence to what they see in the classroom and the natural world when painting from direct observation. The course curriculum includes a landscape painting unit where students meet at designated spots in and around the wilderness. Critiques provide moments of self-reflection on assignments that include Social/Personal Responsibility assessment. Students are encouraged to help honestly assess each other's work and objectively take responsibility for any issues in their work. To instill empathy for the painting process and paintings history, students read A Giacometti Portrait, documenting an extended portrait painting session between the artist Alberto Giacometti and his subject and writer, James Lord. Students write a summary of the text, answering specific questions. Students are also asked to make their own large-scale support or canvas. They are split into teams to help each other with the construction process that includes a table saw, miter saw and nail gun. Students are given a demonstration and short quiz to assess learning has occurred before they are allowed to operate the equipment.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

Students are encouraged to approach this class as a research course. The easel and palette table acts as their lab. Also, students are introduced to historical and contemporary art history references that are applicable to each given assignment. The "alchemy of the artist" is discussed when discussing paint mixing in the Renaissance tradition of adding medium to ground pigment. We aren't mixing our own paint but students are encouraged to research different media they can add to the paint to arrive at textures that furthers meaning. Students research their materials and

experiment with surfaces and techniques before moving onto their finished work. Mixing paint, making supports, stretching canvas and looking for source material is all considered research as it pertains to painting. Students will learn how to use and navigate Canvas as a require part of ART 251.

E. Supporting Documents (required).

Sample Course Rubric Attached Sample Assessment Attached

F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan [WNMU General Education Assessment Plan](#)

This course meets institutional standards for general education.



11/6/2018

Signature of Chief Academic Officer, **William J. Crocker Ph. D.**

Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Painting I

Abbott

FOOD PAINTING

OBJECTIVE: Create a large-scale photorealistic painting utilizing the grid from a food image chosen for its strong formal characteristics. Students will be constructing their own stretcher bars for this painting. You must participate in a wood shop demonstration and pass the accompanying quiz before using the table and miter saw. We will consider artist Wayne Thiebaud and his food paintings as metaphors for paint and the painting process and we will look at photorealists Janet Fish, Richard Estes, and Audrey Flack.

DIRECTIONS:

- 1) Find a food image that has strong formal characteristics. There should be evidence of depth of field, or diminution of detail and saturation, in your image as the information goes back in space.
- 2) Make your painting support so that it is proportionate to your image with the shortest dimension around 36".
- 3) Grid out your image into one inch square.
- 4) Once your canvas is stretched, primed and sanded, lightly draw a grid that is proportionate to the grid on your image. (Make certain that you are going from square to square to avoid any distortion.)
- 5) Lay down imprematura color and begin painting in general shapes.

This will be due for critique **Monday, March 11th**.

Past Student Examples:



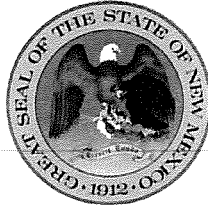


Painting I

Criteria	Distinguished 20-18 points	Proficient 17-16 points	Competent 16-14 points	Emerging 13- points	Points Earned
Presentation	Final work is clean, presentation is professional, and work is finished on time.	Presentation is of student quality and is completed on time.	Presentation approaches student quality or is late.	Presentation is sloppy, work is late or incomplete.	
Effort	Student has worked diligently and put in the necessary time and effort to produce a superior product.	Assignment objectives are met, time and effort is evident and the painting is a success.	There is evidence of time and effort but not of success. More time is needed in preparation and analysis.	The finished product shows a lack of commitment to the goals of the assignment.	
Composition	Shows highly complex and sophisticated relationships between elements. Elements are correctly balanced.	Design elements relate satisfactorily to the whole. Space within the work is properly utilized.	Artwork struggles to achieve a unified composition. Attempt is apparent, though weak. Elemental balance is weak yet can be altered by simple corrective alterations.	Elements do not properly relate to each other or as the whole.	
Creativity	Reflects a high level of originality. Student uses color, line and form in a highly original manner.	Reflects originality. Student uses color, line and form in an original manner.	Painting shows some evidence of originality. Student uses color, line and form in a slightly original manner.	Painting shows little or no evidence of original thought. Student does not use color, line, or form in a creative manner.	
Formal Elements	Color, saturation, values, proportion, line, shape are understood, changed or distorted in a highly controlled manner. Student understands principles of color mixing and shows mastery of water-soluble oils.	Painting concepts understood and controlled. Color, values, proportion, line, shape are correct.	Artwork shows a grasp of painting concepts but is weak as a whole. Color, value, line, shape and proportion are understood within individual portions of painting, but do not relate properly to the whole.	Student does not grasp basic understanding of painting concepts. Color is not sophisticated, line is weak, and forms are confused or incorrectly represented.	

General Education Area Other

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Table with 2 columns: Field Name and Value. Fields include Name of Institution, Department, Course Number, Title, Credits, Co-requisite Course Number and Title, Is this application for your system, Name and Title of Contact Person, and Email and Phone Number of Contact Person.

Was this course previously part of the general education curriculum?

- Yes No

This course will fulfill general education requirements for (check all that apply):

- AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications Mathematics Science Social & Behavioral Sciences Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

- Communication Critical Thinking Information & Digital Literacy Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

List New Mexico Common Course Prefix, Number and Name

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at: http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)

Student Learning Outcomes:

1. Recognize the ways in which s/he is responsible for her/his own experience in education.
 2. Identify, locate, and utilize available campus resources essential for academic success.
 3. Create long- and short-term goals associated with student success and career planning.
 4. Implement time management techniques to organize the semester's workload.
 5. Develop strategies to use individual strengths to succeed and reflect upon coursework and course progress in multiple classes to alter academic behaviors and create deeper meaning and learning.
 6. Apply the skills essential for analyzing and solving problems in her/his academic, professional, and personal life, which may include financial literacy and wellness management.
 7. Develop and apply essential skills such as reading, taking notes, studying, memorizing, taking tests, and self-management skills necessary for college success.
 8. Identify and revise self-defeating patterns of behavior, thought, and emotion as well as unconscious limiting beliefs.
 9. Develop supportive relationships with members of the campus community.
 10. Develop essential reading, writing, and critical thinking skills used in study and in research.
 11. Demonstrate understanding of how to use the computer for academic purposes, including learning management systems, email communications, research databases, degree audit, and other online resources.
- List approved common course Student Learning Outcomes

Institution-specific Student Learning Outcomes

List institution-specific Student Learning Outcomes

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the first essential skill. 200 – 300 words.

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

Students are expected to apply critical thinking skills throughout the course by engaging in extensive self-reflective, guided journal writing. The journal writing is central to the course and encourages students to identify, evaluate, and solve problems they may be experiencing in their academic, professional, or personal lives. Students are also challenged to employ critical thinking skills to analyze case studies that involve academic and personal problems common to new college students. A fundamental curricular principle in the FYEX course is that students should develop their capacity for identifying, assessing and solving problems. Problems addressed in the course can include academic, personal, employment, family, and health issues. Students learn to apply a six-step Wise Choice Process for responsible decision-making. The Wise Choice Process guides students through the steps of identifying a problem situation (Problem Setting), exploring possible options (Evidence Acquisition), looking at likely outcomes (Evidence Evaluation), choosing the best option(s) available at the time, and later assessing the results and adjusting actions as necessary

(Reasoning/Conclusion). Making wise choices is a key use of critical thinking and this process-oriented approach to problem solving aligns closely with the component skills described in the Essential Skills rubric. In this box, provide a narrative that explains how the proposed course addresses the outcomes of the second essential skill. 200 – 300 words.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

The FYEX course promotes the development of the personal and social responsibility skills that students need to be successful in college and beyond. The course explicitly teaches the principle of accepting personal responsibility. Students learn how to adopt a creator’s mindset, master the language of responsibility, make wise decisions, and accept responsibility for creating the life they want. To provide opportunities for students to apply the skills they learn, the course requires students to complete two or more application activities. For example, one application activity asks students to meet with achievement coaches, academic advisors, faculty, and tutors for assistance. These meetings are often part of the problem-solving process but have the added benefit of developing relationships on campus and building a support network for the student. Following the meeting (or meetings) students report their outcomes in a structured reflection paper. A second application activity asks student to identify and apply study strategies that promote success in the courses they are taking. The attached assessment and rubric shows how student learning in this area is evaluated. All students are required to complete the attached assessment at midterm.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The course supports the effective use of computers for academic purposes, including the use of learning management systems, email communications, research databases, degree audit, and other online resources (e.g. career planning tool). Throughout the course, students are expected to use the learning management system to do assignments, practice email communications, and engage in small research projects. One assignment in the course is the career exploration project. In this project, students are asked to research a career of interest by using online resources. Students first complete an online career interest survey and reflect on its results. Students then select, use, and organize information about a career, including its work environment, job responsibilities, estimated earnings, job outlook, etc. The students produce a comprehensive career report that is presented to the class using a digital format. The career exploration project challenges students to employ inquiry and digital literacy skills.

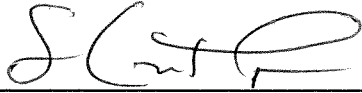
E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

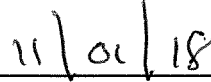
F. Assessment Plan (Must be on file with HED by August 1, 2019)

Link to Institution's General Education Assessment Plan <https://www.cnm.edu/depts/academic-affairs/saac/gen-ed-assessment-plan>

This course meets institutional standards for general education.



Signature of Chief Academic Officer



Date

HED Internal Use Only

Presented to NMCC on _____
Date

Approved Denied

If denied, rationale:

Institution Notified on _____
Date

Study Skills Application Activity

Note to the Committee:

The following FYEX1120 student learning outcomes are met by the Study Skills Application Activity:

5. Develop strategies to use individual strengths to succeed and reflect upon coursework and course progress in multiple classes to alter academic behaviors and create deeper meaning and learning.
6. Apply the skills essential for analyzing and solving problems in her/his academic, professional, and personal life, which may include financial literacy and wellness management.
7. Develop and apply essential skills such as reading, taking notes, studying, memorizing, taking tests, and self-management skills necessary for college success.

The assessment meets General Education Learning Outcomes in the following essential skills:

- Personal and Social Responsibility
- Critical Thinking

Application Activity

Student _____

Date _____

Students: Read the following excerpt and answer the five questions that follow.

Excerpt from *One Student's Story*: Melissa Thompson, Madison Area Technical College, Wisconsin

The challenge for me was chemistry. In lecture the words were coming at me but the material wasn't sticking. The teacher was dry, standoffish and intimidating and he never joked around. I could read the book, reread it and still wonder what I had just read. I was so frustrated because I needed to pass chemistry to get into my major. Realizing this, I was spending 10 to 12 hours a week studying and I even started a study group and got a tutor. With all this help I was doing fine on the homework, but the tests were killing me. I would take one look at them and my mind would go blank. I was stressed and so tempted to drop the course.

1. There are six areas of Study Skills that are described in pages 268-351 of the *On Course* text (see the Table of Contents.) **Identify three Study Skill areas in which Melissa is experiencing challenges in her Chemistry class.**

1)

2)

3)

2. Study Skill Problem Area #1:

For the first problem you identified above, suggest a specific **Strategy for Improvement** listed for that Study Skill area that you believe would benefit Melissa the most (do not suggest solutions she is already trying). Use the Study Skills information in the *On Course* text (pp.268-351).

- a) Strategy: _____ page #: _____
- b) Describe actions Melissa should take to apply this strategy including how and when she should apply it:
- c) Explain WHY you think this strategy is a wise choice for Melissa. Be sure to explain the specific connection the strategy has to the problems she is experiencing in her Chemistry class:

3. Study Skill Problem Area #2:

For the second problem you identified above, suggest a specific **Strategy for Improvement** listed for that Study Skill area that you believe would benefit Melissa the most (do not suggest solutions she is already trying). Use the Study Skills information in the *On Course* text (pp.268-351).

- a) Strategy: _____ page #: _____
- b) Describe actions Melissa should take to apply this strategy including how and when she should apply it:
- c) Explain WHY you think this strategy is a wise choice for Melissa. Be sure to explain the specific connection the strategy has to the problems she is experiencing in her Chemistry class:

4. Study Skill Problem Area #3:

For the third problem you identified above, suggest a specific **Strategy for Improvement** listed for that Study Skill area that you believe would benefit Melissa the most (do not suggest solutions she is already trying). Use the Study Skills information in

the *On Course* text (pp.268-351).

a) Strategy: _____ page #:

- b) Describe actions Melissa should take to apply this strategy including how and when she should apply it:
- c) Explain WHY you think this strategy is a wise choice for Melissa. Be sure to explain the specific connection the strategy has to the problems she is experiencing in her Chemistry class:

5. Personal Application (choose either a or b but not both):

- a) Which of the strategies that you identified above have you used, and what has been the outcome? Describe how and why they are beneficial, including specific details about the courses you used (or are using) them in and the academic challenges they have helped you with.
- b) Which of the strategies that you identified above do you think would be helpful for you to start using? Describe how and why they would be beneficial, including specific details about the courses you are currently taking and the academic challenges they might help you with.

Grading Rubric

Student _____

	Proficient 3	Developing 2	Emerging 1	Needs Improvement 0
Instructor note: appropriate choices for #1 include Notetaking, Reading, Test Taking, Rehearsing & Memorizing Study Materials				
1. Identification of Study Skills areas	Student makes effective use of text. All 3 Study Skills are appropriate to the case study situation.	Student makes use of text. 2 of the 3 Study Skills are appropriate to the case study situation.	Student makes some use of text. 1 of 3 Study Skills are appropriate to the case study situation.	Student makes no effective use of text. No appropriate Study Skills are identified.
Instructor note: for items #2, #3 and #4 there should be a logical progression from #1. Students should draw the strategy from the appropriate section. For example, if a student listed				

Notetaking as a Study Skill area a good choice of strategy would include Listen actively (p. 286) given the situation described in the student story.				
2. Study Skill Problem Area #1	Student makes effective use of text to identify an appropriate strategy for the study skill problem. How, when and why questions are answered in detail. Page numbers are included.	Student makes use of text to identify a strategy for the study skill problem. How, when and why questions are answered, more detail needed. Page numbers may not be included.	Student uses text but identifies a strategy that is not effective for the study skill problem. How, when and why questions are incomplete or minimally answered. No page numbers included.	Student does not use text. The strategy is not effective for the study skill problem. How, when and why questions are incomplete or unanswered. No page numbers included.
3. Study Skill Problem Area #2	Student makes effective use of text to identify an appropriate strategy for the study skill problem. How, when and why questions are answered in detail. Page numbers are included.	Student makes use of text to identify a strategy for the study skill problem. How, when and why questions are answered, more detail needed. Page numbers may not be included.	Student uses text but identifies a strategy that is not effective for the study skill problem. How, when and why questions are incomplete or minimally answered. No page numbers included.	Student does not use text. The strategy is not effective for the study skill problem. How, when and why questions are incomplete or unanswered. No page numbers included.
4. Study Skill Problem Area #3	Student makes effective use of text to identify an appropriate strategy for the study skill problem. How, when and why questions are answered in detail. Page numbers are included.	Student makes use of text to identify a strategy for the study skill problem. How, when and why questions are answered, more detail needed. Page numbers may not be included.	Student uses text but identifies a strategy that is not effective for the study skill problem. How, when and why questions are incomplete or minimally answered. No page numbers included.	Student does not use text. The strategy is not effective for the study skill problem. How, when and why questions are incomplete or unanswered. No page numbers included.
Instructor note: score only one response for item #5 (either a or b). If student completed both choose the better of the two.				
5. Personal Application (a)	Student reflects effectively on actual personal	Student reflects on some actual personal	Student struggles to describe actual personal	Student does not describe actual personal outcomes

	outcomes using the strategies. Student provides details of how they apply the strategies to their current courses and academic challenges.	outcomes using the strategies. Student provides some details of how they apply the strategies to their current courses and academic challenges.	outcomes using the strategies. Details of how they apply the strategies to their current courses and academic challenges are minimal or incomplete.	using the strategies. Details of how they apply the strategies to their current courses and academic challenges are missing.
5. Personal Application (b)	Student reflects effectively on potential personal outcomes using the strategies. Student provides details of how they would apply the strategies to their current courses and academic challenges.	Student reflects on some potential personal outcomes using the strategies. Student provides some details of how they might apply the strategies to their current courses and academic challenges.	Student struggles to describe potential personal outcomes using the strategies. Details of how they might apply the strategies to their current courses and academic challenges are minimal or incomplete.	Student does not describe potential personal outcomes using the strategies. Details of how they might apply the strategies to their current courses and academic challenges are missing.

FYEX1120 Sample Assessment

Tally Sheet: Use the following tables to tally assessment data for each section of CSE1101 you are teaching. Transfer your aggregate rubric scores for each class into the appropriate cell:

Complete the following for your CSE1101 section: Section # _____ CRN _____ DL ____ F2F ____ Dual Credit (HS) ____ CNM ____ Number of students enrolled ____ Number of students who took the assessment _____				
Record how many students scored in each rubric category: <div style="display: flex; justify-content: space-around; font-weight: bold; font-size: 1.2em;"> 3 2 1 </div>				
0				
1. Identification of Study Skills areas				
2. Study Skill Problem Area #1				
3. Study Skill Problem Area #2				
4. Study Skill Problem Area #3				
5. Personal Application (a)				
5. Personal Application (b)				

Section # _____ CRN _____ DL ____ F2F ____ Dual Credit (HS) ____ CNM ____ Number of students enrolled ____ Number of students who took the assessment _____				
Record how many students scored in each rubric category: <div style="display: flex; justify-content: space-around; font-weight: bold; font-size: 1.2em;"> 3 2 1 </div>				
0				
1. Identification of Study Skills areas				
2. Study Skill Problem Area #1				
3. Study Skill Problem Area #2				
4. Study Skill Problem Area #3				

FYEX1120 Sample Assessment

5. Personal Application (a)				
5. Personal Application (b)				

Report your data using the survey link that will be sent to your CNM email.

NEW MEXICO HIGHER EDUCATION DEPARTMENT



SUSANA MARTINEZ
GOVERNOR

DR. BARBARA DAMRON
CABINET SECRETARY

New Mexico General Education Curriculum Course Certification Form

A. Institution and Course Information

Name of Institution: San Juan College
Department: School of Humanities
Course Number, Title, Credits: FYEX 1110
Co-requisite Course Number and Title, if any:
Is this application for your system (ENMU, NMSU, & UNM)? No.
Name and Title of Contact Person: John Boggs, Dean School of Humanities & Adjunct Instructor of Student Success
Email and Phone Number of Contact Person: Boggsj@sanjuancollege.edu. 505-566-3693

Was this course previously part of the general education curriculum?

- Yes No

This course will fulfill general education requirements for (check all that apply):

- AA/AS/BA/BS AAS

B. Content Area and Essential Skills

To which content area should this course be added? Indicate "Other" if the course is not associated with one of the six NM General Education content areas.

- Communications Mathematics Science Social & Behavioral Sciences
Humanities Creative & Fine Arts Other

Which essential skills will be addressed?

- Communication Critical Thinking Information & Digital Literacy
Quantitative Reasoning Personal & Social Responsibility

C. Learning Outcomes

This course follows the CCNS SLOs for

FYEX 1110

List all learning outcomes that are shared between course sections at your institution.

Common Course Student Learning Outcomes (find Common Course SLOs at:
http://www.hed.state.nm.us/programs/request-a-change-to-the-nmccns.aspx)
1. Recognize the ways in which s/he is responsible for her/his own experience in education.

2. Identify, locate, and utilize available campus resources essential for academic success.
3. Create long- and short-term goals associated with student success and career planning.
4. Implement time management techniques to organize the semester's workload.
5. Develop strategies to use individual strengths to succeed and reflect upon coursework and course progress in multiple classes to alter academic behaviors and create deeper meaning and learning.
6. Apply the skills essential for analyzing and solving problems in her/his academic, professional, and personal life, which may include financial literacy and wellness management.
7. Develop and apply essential skills such as reading, taking notes, studying, memorizing, taking tests, and self-management skills necessary for college success.
8. Identify and revise self-defeating patterns of behavior, thought, and emotion as well as unconscious limiting beliefs.
9. Develop supportive relationships with members of the campus community.
10. Develop essential reading, writing, and critical thinking skills used in study and in research.
11. Demonstrate understanding of how to use the computer for academic purposes, including learning management systems, email communications, research databases, degree audit, and other online resources.

Institution-specific Student Learning Outcomes

1. Develop self-awareness and life skills that increase success in college and beyond
 - a. Accept SELF-RESPONSIBILITY, seeing themselves as the primary cause of their outcomes and experiences.
 - b. Discover SELF-MOTIVATION, finding purpose in their lives by discovering personally meaningful goals and dreams
 - c. Master SELF-MANAGEMENT, consistently planning and taking purposeful actions in pursuit of their goals and dreams.
 - d. Employ INTERDEPENDENCE, building mutually supportive relationships that help them achieve their goals and dreams (while helping others to do the same).
 - e. Gain SELF-AWARENESS, consciously employing behaviors, beliefs, and attitudes that keep them on course.
 - f. Adopt LIFE-LONG LEARNING, finding valuable lessons and wisdom in nearly every experience they have.
 - g. Develop EMOTIONAL INTELLIGENCE, effectively managing their emotions in support of their goals and dreams.
 - h. BELIEVE IN THEMSELVES, seeing themselves capable, lovable, and unconditionally worthy as human beings.
2. Develop and apply various academic skills such as:
 - a. Study and test taking strategies
 - b. Note taking strategies
 - c. Collaborative learning principles
 - d. Critical thinking skills
 - e. Time management principles
 - f. Campus resource utilization
3. Evaluate talents and interests to seek a major as part of a larger career plan
 - a. Examine and clarify personal values
 - b. Research majors and careers
 - c. Create specific goals for college and beyond

D. Narrative

Explain what students are going to do to develop the critical skills (selected above) and how you will assess their learning?

Communication. *Genre and Medium Awareness, Application and Versatility; Strategies for Understanding and Evaluating Messages; and Evaluation and Production of Arguments.*

Critical Thinking. *Problem Setting; Evidence Acquisition; Evidence Evaluation; and Reasoning/Conclusion*

FYEX 1110 is a critical thinking course. Students identify problems and challenges in their academic, work and personal lives such as time management, limiting beliefs, fear of failure, test anxiety, procrastination, lack of personal organization systems, etc. Then they gather evidence about their challenges through a process of guided self-reflection and exposure to specific success strategies provided from the textbook, lecture, class discussions, peer discussion, web research etc. Next, they evaluate these strategies and tools, picking the ones they believe have the highest chance of success for them. The success strategies are then implemented, evaluated, and reflected upon through a variety of course assignments, such as the personal reflection journal, the 32 day commitment, the final capstone project, etc. Our exit data shows that improving students' ability to think critically about their lives and choices increases their self-esteem, persistence to next semester, and overall GPA.

Quantitative Reasoning. *Communication/Representation of Quantitative Information; Analysis of Quantitative Arguments; and Application of Quantitative Models*

In this box, provide a narrative that explains how the proposed course addresses the outcomes of the third essential skill. 200 – 300 words.

Personal & Social Responsibility. *Intercultural reasoning and intercultural competence; Sustainability and the natural and human worlds; Ethical reasoning; Collaboration skills, teamwork and value systems; and Civic discourse, civic knowledge and engagement – local and global*

Personal and social responsibility are the very heart of FYEX 1110. The foundational unit of our course is titled "Accepting Personal Responsibility." It provides a deep dive into the psychology of human interactions and how many people use blame and self-criticism to avoid taking the right level of responsibility for the choices and outcomes in their lives. Next, we help students cultivate an empowered mindset where they see themselves as the creator of their lives, fully responsible for their choices and how those choices impact themselves and others. In a subsequent unit entitled "Employing Interdependence" we delve into the power of social connection, giving students tools to create healthier relationships with themselves, their friends, family, coworkers, and greater community. This entire process is driven by creating a deep sense of classroom community, where students practice these skills through frequent active learning activities, discussion, and collaboration with their peers. Mastery of this critical skill is assessed through multiple measures. Students submit guided journals throughout the course allowing the instructor to evaluate if this concept has been understood and implemented. The students also submit a capstone paper for their final project that addresses personal and social responsibility. Through these assessments the instructor can ascertain if the student achieved this learning outcome.

Information & Digital Literacy. *Authority and Value of Information; Digital Literacy; Information Structure; and Research as Inquiry*

The HED's Information & Digital Literacy rubric states that courses "should begin to prepare students for upper division college courses, the workplace, and civic life." These are the central goals of FYEX 1110.

For example, the Wise Choices Process assignment focuses on gathering information and evaluating the usefulness and quality of one's research. In this assignment students use a six-step process that begins with defining a problem or dilemma in their life. Step 2 is about clarifying goals and desired outcomes. In step 3 students brainstorm their options for research and information gathering, choosing the forms most appropriate for their dilemma and situation. Step 4 focuses on the decision making and critical thinking skills discussed in the previous section. Specifically, students are taught how to use a structure that helps them meaningfully evaluate the quality of the information and options their research produced. In steps 5 and 6 they reflect, crystalizing what they learned about the process of research, evaluation, making choices, and ultimately solving real life problems.

In addition, digital literacy is a foundational skill interwoven throughout the course. All assignments are provided and submitted through Canvas and require the use of Microsoft Word, PowerPoint, and other software. Although this may seem basic, because this course is taken during the first semester, many non-traditional students lack these computer skills. Thus, the course builds in foundational support and digital instruction essential for their college journey.

Mastery of this skill is measured throughout the course. Students typically complete the wise choice process 1 or 2 times throughout the course as a graded assignment. This allows student to practice the skill receive feedback and practice the skill again and again receive feedback. Further assessment of Informational and Digital Literacy is measured throughout the course by requiring the use of technology to create and submit every assignment as well as to take quizzes and tests.

E. Supporting Documents

Sample Course Rubric Attached (recommended) **Sample Assessment Attached** (required)

F. Assessment Plan (Must be on file with HED by August 1, 2019)

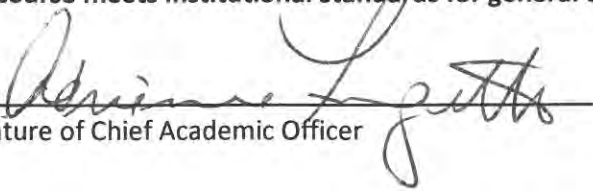
Link to Institution's General Education Assessment Plan [Click here to enter text.](#)

San Juan College's Assessment Team is currently updating our processes to even more closely align with the State's new Gen Ed practices. Therefore, this section will cover our historic processes.

For the past seven years we have assessed our General Education courses using a list of six campus wide Common Student Learning Outcomes (CSLOs). Each year our Institutional Research department would randomly select Gen Ed courses. The chosen instructors would identify one of the CSLOs that aligns with their course and then submit actual student work as artifacts. These artifacts would have all identifying information removed, and then be reviewed by a team of faculty members who evaluates them using a rubric specifically designed for that CSLO. These scores are then amalgamated and analyzed on an institutional level, where they are compared to data from previous years in order to guide macro level decision making.

SJC also uses a second layer of assessment, where every instructor fills out an annual Effective Teaching Assessment Plan (ETA Plan) for their course(s). The goal of this process is to identify areas of the course to be evaluated, map artifacts to a CSLO, assess student learning, and then analyze the results to further improve the course. Unlike the process outlined in the paragraph above, this assessment is executed by the Instructor themselves, not a team of unbiased faculty. The emphasis is on providing data regarding student learning outcomes that guides the Instructor in their continual process of course improvement.

This course meets institutional standards for general education.


Signature of Chief Academic Officer

10-31-2018
Date

<p>HED Internal Use Only</p> <p>Presented to NMCC on _____ Date</p> <p><input type="checkbox"/> Approved <input type="checkbox"/> Denied</p> <p>If denied, rationale:</p> <p>Institution Notified on _____ Date</p>
